

Mathematics

By a group of supervisors

PARENTS' GUIDE

Interactive E-learning Application



بتصريح وتحت إشراف

MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

10 20 30 40 50 60 70 80 90 100 110 120

2nd PRIMARY
FIRST TERM
2024

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Chapter 1

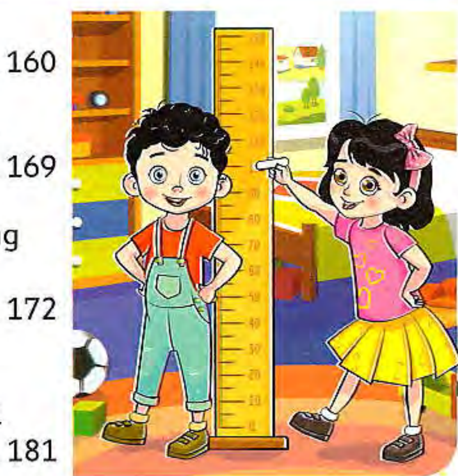
Chapter 2

Chapter 3

Chapter 4



Chapter 5



Chapter 6



REVISION

- In this revision your child will review on what he/she had learned in primary one.

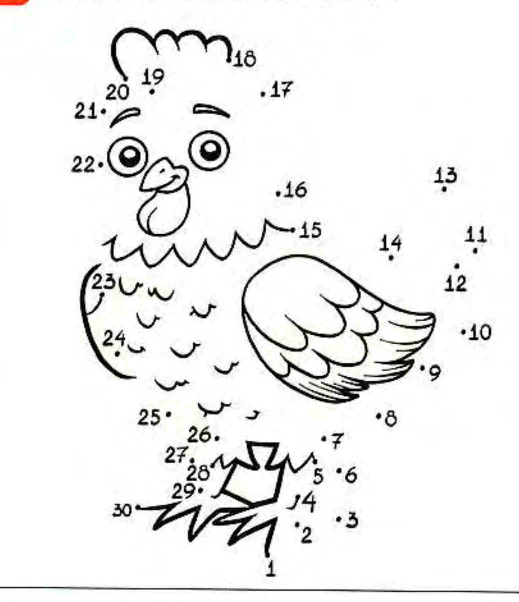


Revision 1

1 There are 36 carrots. Bunnies ate 15 of them.
How many carrots are left ?



2 Match the dots in order.

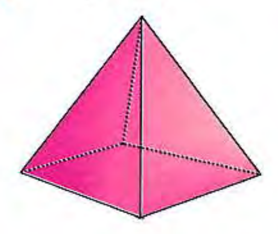


3 Write >, < or =.

4 tens, 9 ones ◯ 9 ones , 4 tens

50 + 8 ◯ 60

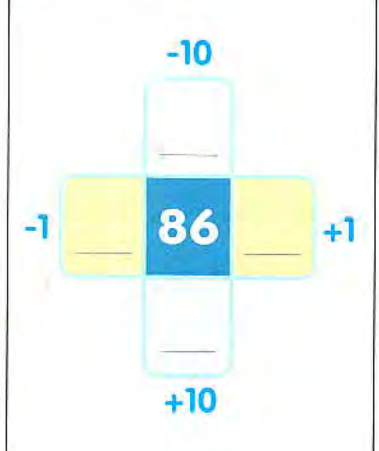
4 Complete.



Number of corners (vertices) ☐

Number of edges ☐

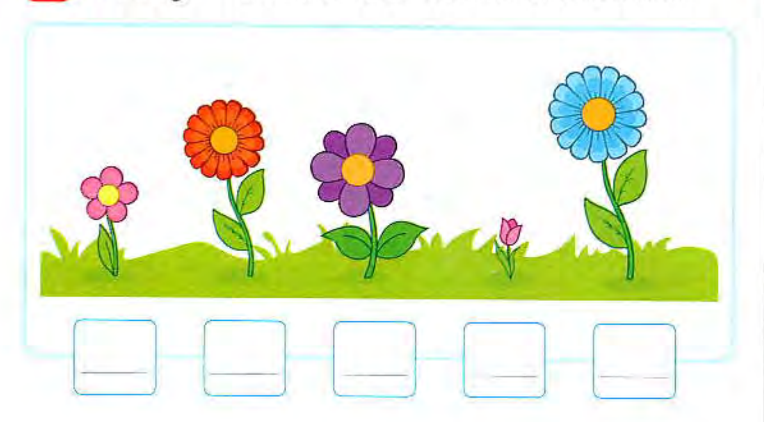
5 Write the numbers.



6 Write the sums.



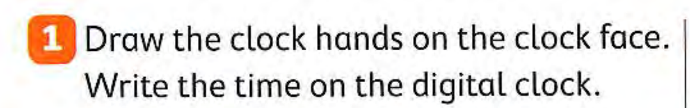
7 Arrange from the shortest to the tallest.



8 Fill in the missing numbers.

4	+	4	=	
+		-		+
	-	2	=	7
=		=		=
13	+		=	15

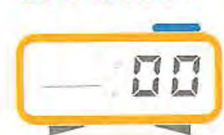
Revision 2



1 Draw the clock hands on the clock face. Write the time on the digital clock.







2 Arrange the numbers from the least to the greatest.









3 Complete.





The length = ______ 

or = ______ 

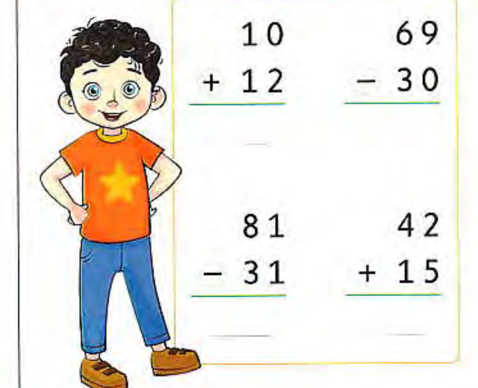
4 Write a suitable number.

51 > ☐

37 < ☐



5 Find the answers.



$$\begin{array}{r} 10 \\ +\ 12 \\ \hline \end{array} \qquad \begin{array}{r} 69 \\ -\ 30 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ -\ 31 \\ \hline \end{array} \qquad \begin{array}{r} 42 \\ +\ 15 \\ \hline \end{array}$$

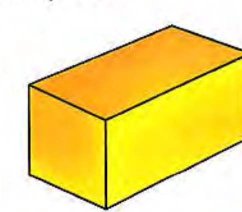
6 Complete.



Number of sides ☐

Number of corners (vertices) ☐

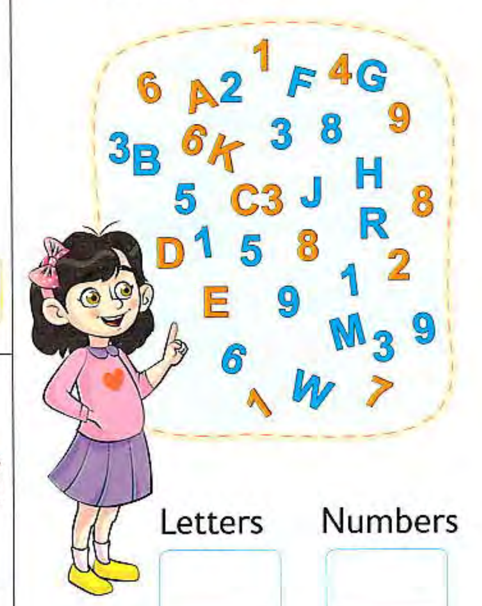
7 Complete.



Number of faces ☐

Number of edges ☐

8 How many numbers ? How many letters ?



Letters ☐ Numbers ☐

9 In a class, there are 23 boys and 25 girls. What is the total number of boys and girls ?

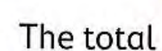
 ○  ○  children.



Revision 3

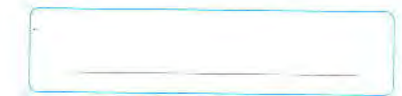
1 What is the total amount ?




The total ______ L.E.

2 Amir has 18 toys, he sold some of them and the left with him is 9.
How many toys did Amir sell ?




______ toys.

3 Decode the picture and write the sums.



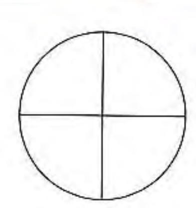



pineapple + banana = ______
mango + strawberry = ______
carrot + pineapple = ______

4 What is the shape of the base of a cone ?

Square Triangle Circle

5 Color one half.



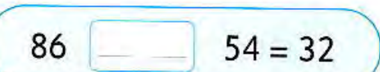
6 Put > , < or = .



47 ◯ 51   25 ◯ 20+5

3 tens , 9 ones ◯ 3 tens , 6 ones

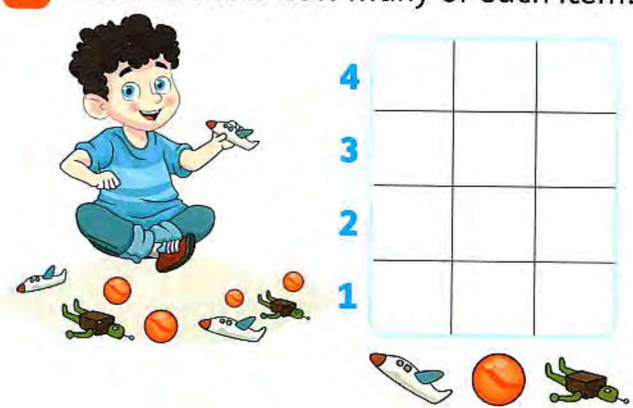
7 Put + or – .



86 ______ 54 = 32

27 ______ 42 = 69

8 Color to show how many of each item.



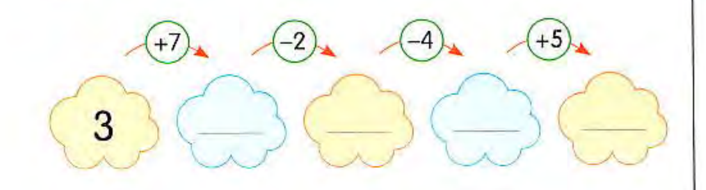
9 Decompose the following numbers.



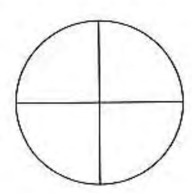
Revision 4



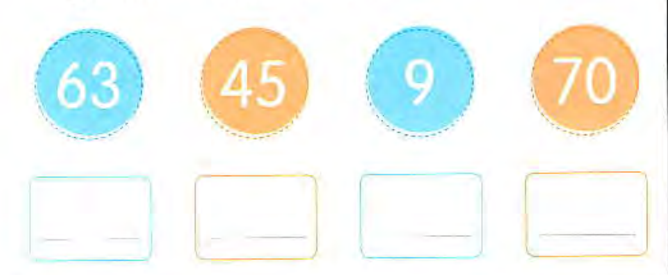
1 Complete.



2 Color one quarter.



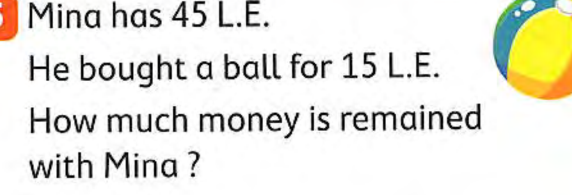
3 Arrange the numbers from the greatest to the least.

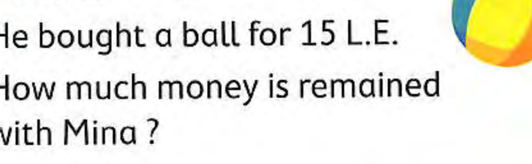


4 Cross out the item that does not belong.



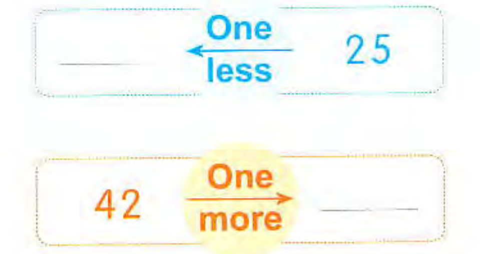
5 Mina has 45 L.E.
He bought a ball for 15 L.E.
How much money is remained with Mina ?



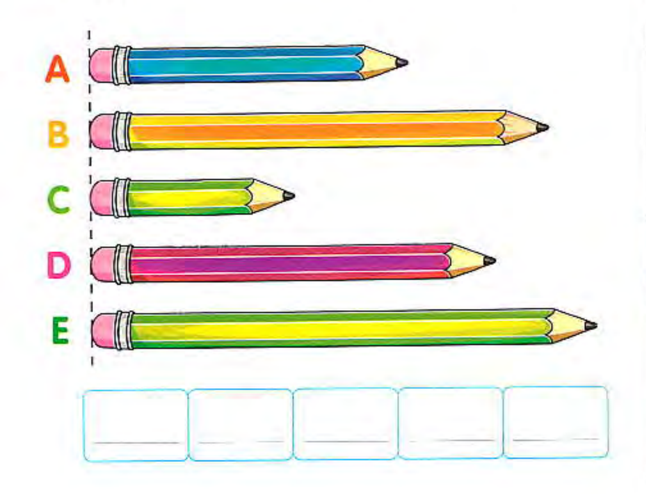


L.E.

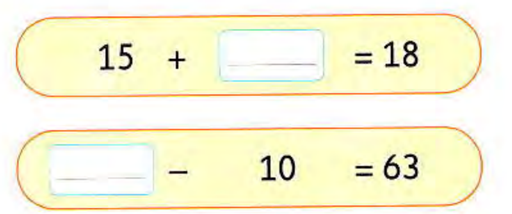
6 Write the suitable number.



7 Arrange from the longest to the shortest.



8 Write the missing numbers.



9 Complete.

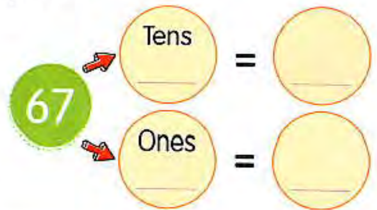
Number of sides ____

Number of corners (vertices) ____

Revision 5



1 Complete.



2 Complete.

58 is 10 more than ______

21 is 10 less than ______

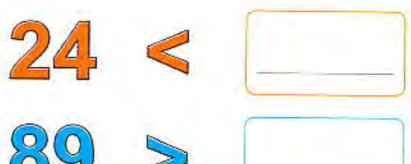
3 Write the time.



4 Match each kid to his/her pencil.



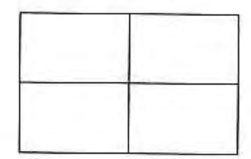
5 Write a suitable number.



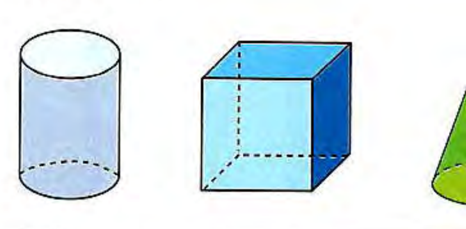
6 Circle the third (start from the arrow).



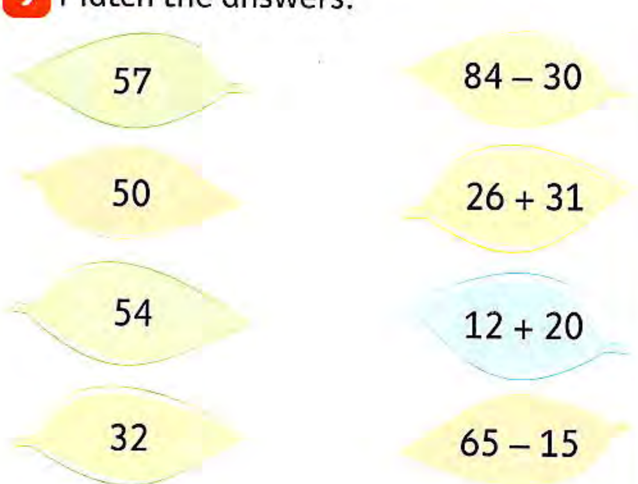
7 Color three fourths.



8 Circle the solid which has 2 circular flat faces.



9 Match the answers.



10 If you have

Write the left money if you want to buy the car.

63 L.E.

______ ○ ______ ○ ______ L.E.


CHAPTER
1
10
9
8
7
6
5
4
3
2
1
Blue
Green
Orange
Red

Outcomes of chapter one :

At the end of chapter one, your child will be able to:

Lessons 1 to 3

- Participate in calendar math activities.
- Collect and interpret data.
- Interpret data in a bar graph.
- Use the symbols > , = , and < to express comparisons.

Lessons 4 & 5

- Participate in calendar math activities.
- Collect and interpret data in a bar graph.
- Order a set of numbers from least to greatest.
- Solve put-together and take-apart problems about bar graph data.

Lessons 6 to 8

- Participate in calendar math activities.
- Skip count by 2s.
- Interpret a bar graph with a scale of 2.
- Skip count by 10s.
- Interpret a bar graph with a scale of 10.
- Interpret data in a bar graph.

Lessons 9 & 10

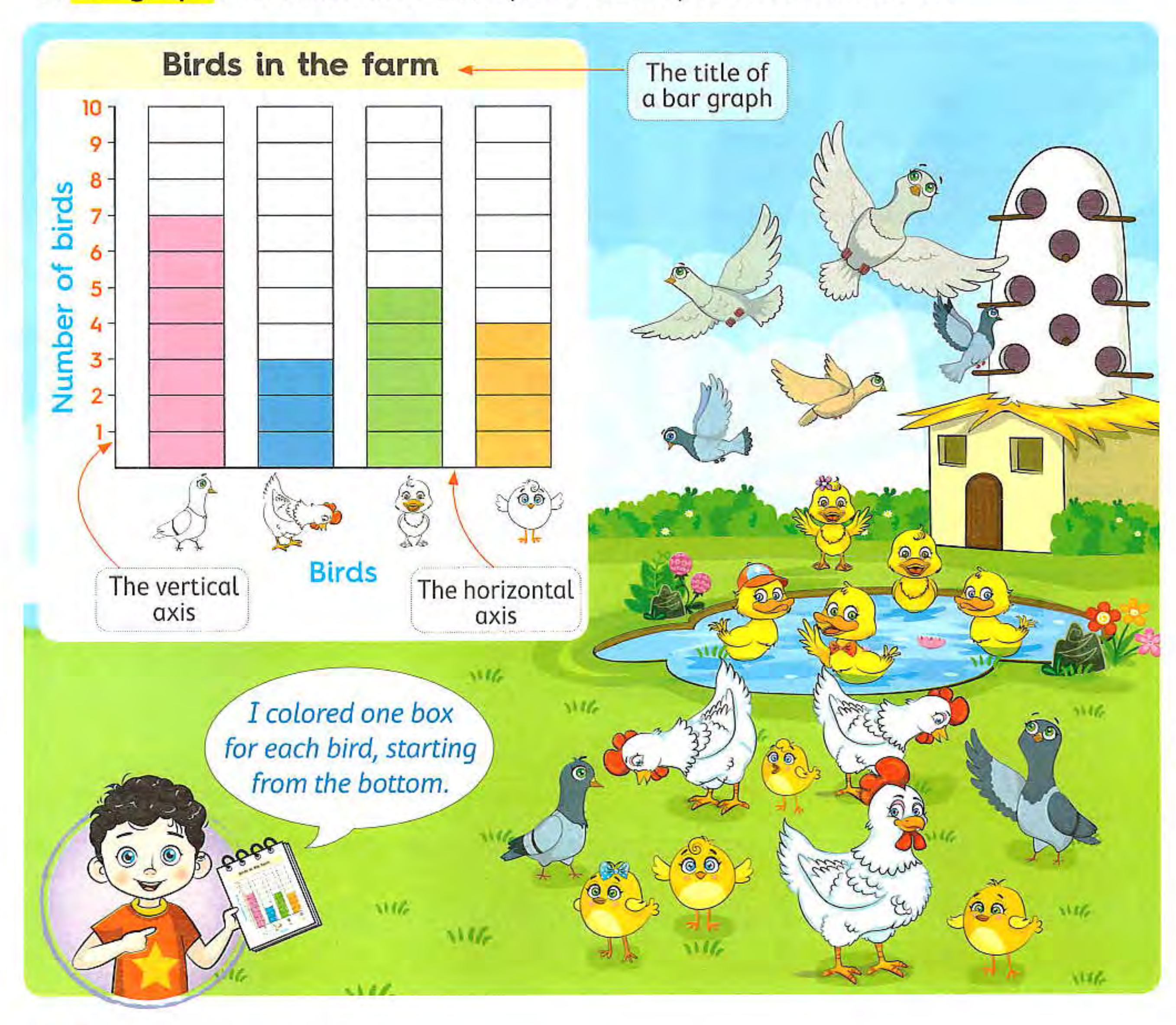
- Participate in calendar math activities.
- Solve put-together and take-apart problems about pictograph data.
- Interpret a bar graph with a scale of 2.
- Create a bar graph using data from a pictograph.

Lessons 1 to 3

- **Reading data**
- **Collecting and representing data**
- **Comparing data**

Learn 1 Reading, collecting and representing data by a bar graph

A bar graph is a chart uses bars (or columns) to show amounts.



From the graph

- The number of (pigeon) = 7
- The number of (hen) = 3
- The number of (duck) = 5
- The number of (chick) = 4

Notes for parents

- Help your child understand the bar graph, and then ask him/her to tell you what he/she recognized.
- Make sure that your child starts coloring from the bottom.

Horizontal bar graph is another version of bar graph, the bars are going across the graph instead of up.

I have converted the same information from the vertical format into horizontal format.

Birds in the farm

Birds	Number of birds
Pigeon	7
Hen	3
Duck	5
Chick	4

Number of birds: 1 2 3 4 5 6 7 8 9 10

Horizontal bar graph

Birds in the farm

Number of birds: 1 2 3 4 5 6 7 8 9 10

Birds

Vertical bar graph

Note : The graphs look different but the information is the same in both.

Learn 2 Comparing data using a bar graph

By reading the data, you can compare the data.

For example:

From the previous bar graphs,

- The number of (duck) is greater than the number of (chick)
- The bird which has the greatest number in the farm is (pigeon)
- The bird which has the smallest number in the farm is (hen)

• Help your child know that the two bar graphs are the same. Both versions of the graph have bars of the same quantity.



Color one box for each star.

Stars in the sky

Number of stars: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1

Stars

Convert the same information from the vertical bar graph into a horizontal bar graph, then complete.

Stars

1 2 3 4 5 6 7 8 9 10

Number of stars

a. The number of ☆ is ________

b. The number of ☆ is ________

c. The number of ☆ ◯ The number of ☆ (> or <)

Notes for parents

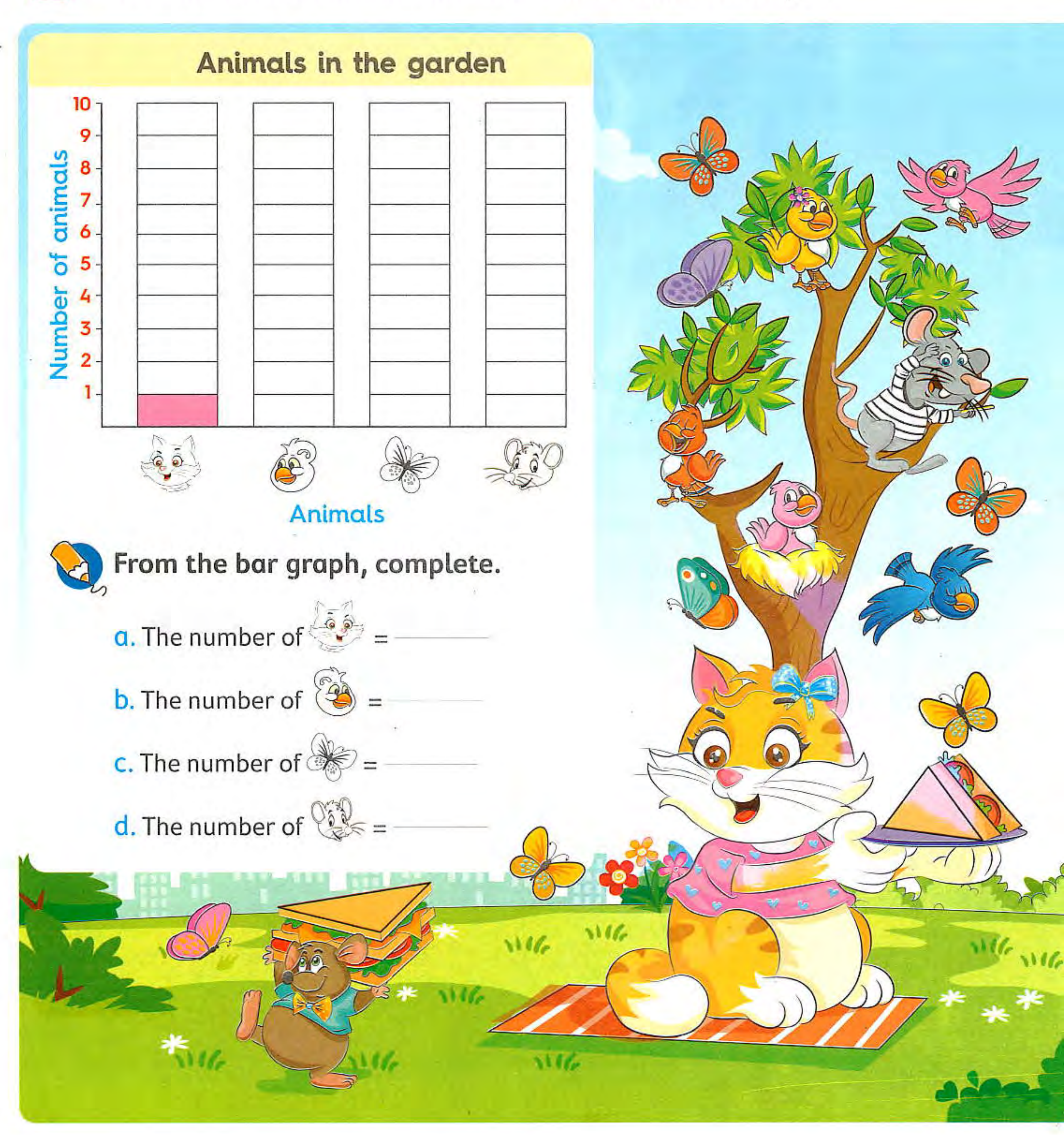
• Help your child convert the same information from the vertical format into the horizontal format.

Exercise 1

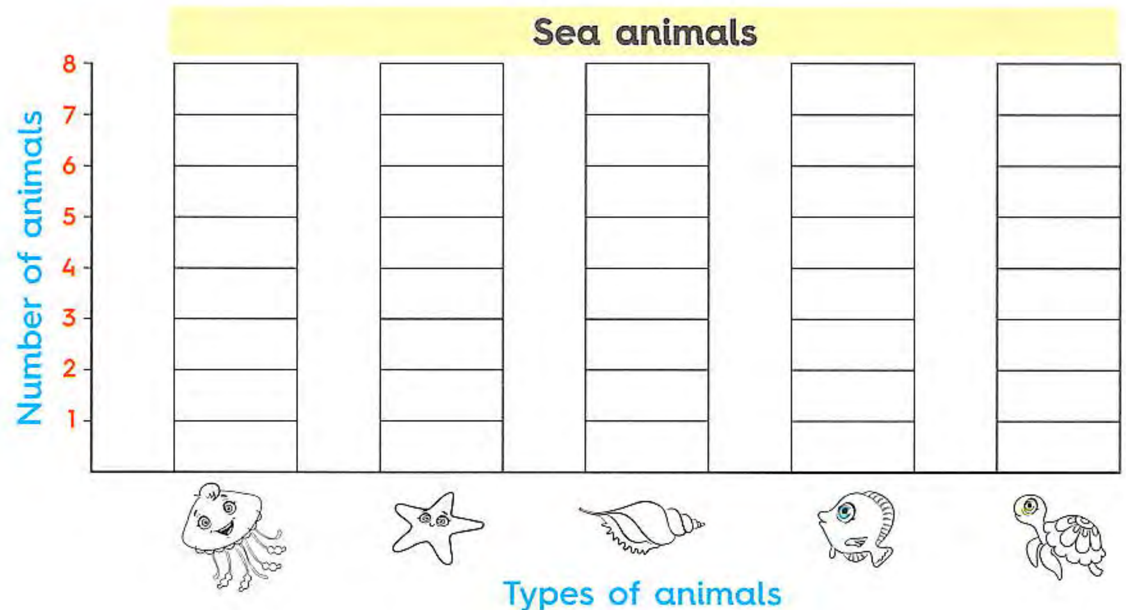
On Lessons 1 to 3

- **Reading data**
- **Collecting and representing data**
- **Comparing data**

1 Color one box for each animal. The first one is done for you.



2 Color one box for each animal in the picture.



From the bar graph, complete.

a. The number of (jellyfish) is ______

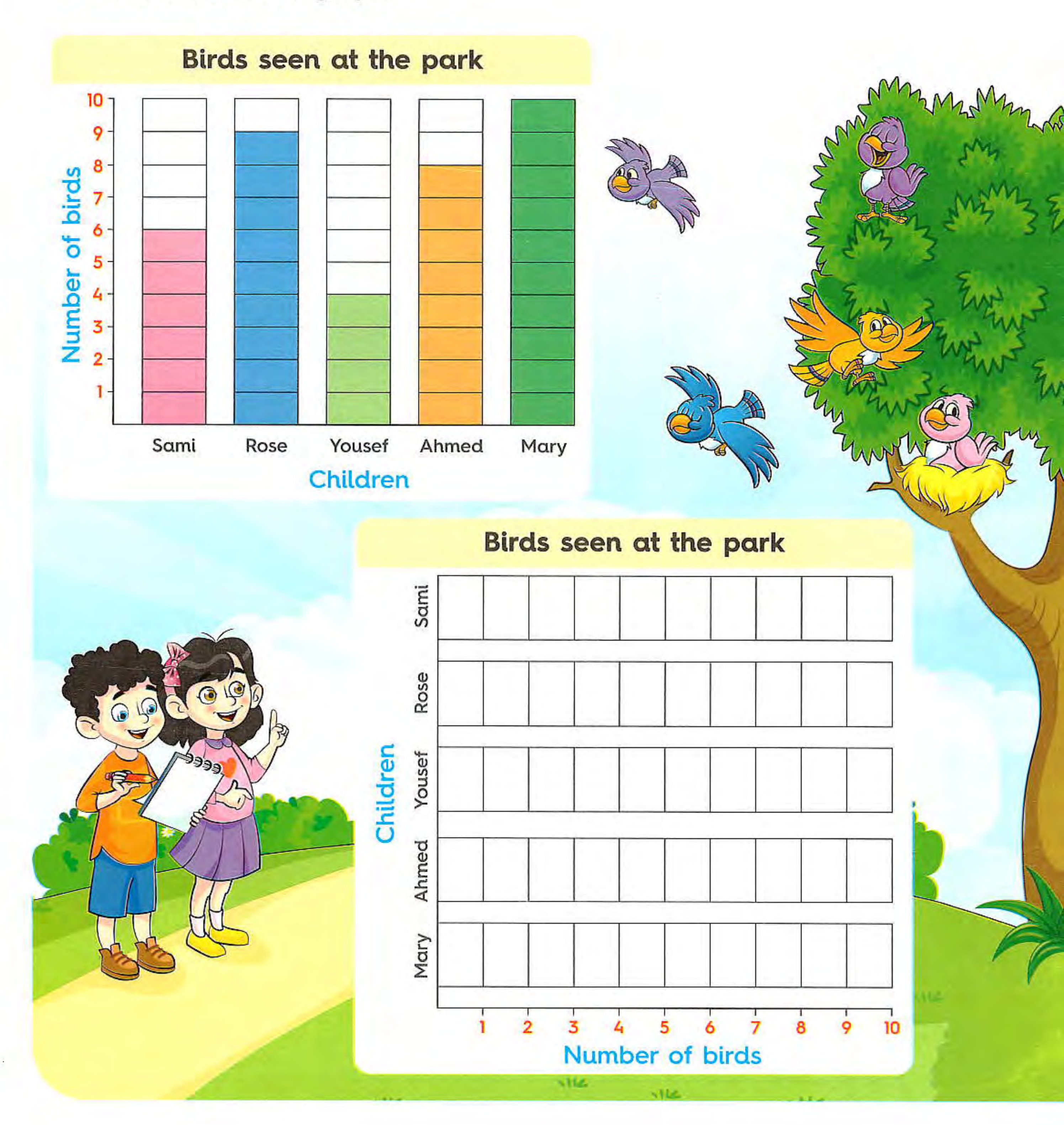
b. The number of (fish) is ______

c. The number of (starfish) is ______

d. The number of (turtle) is ______

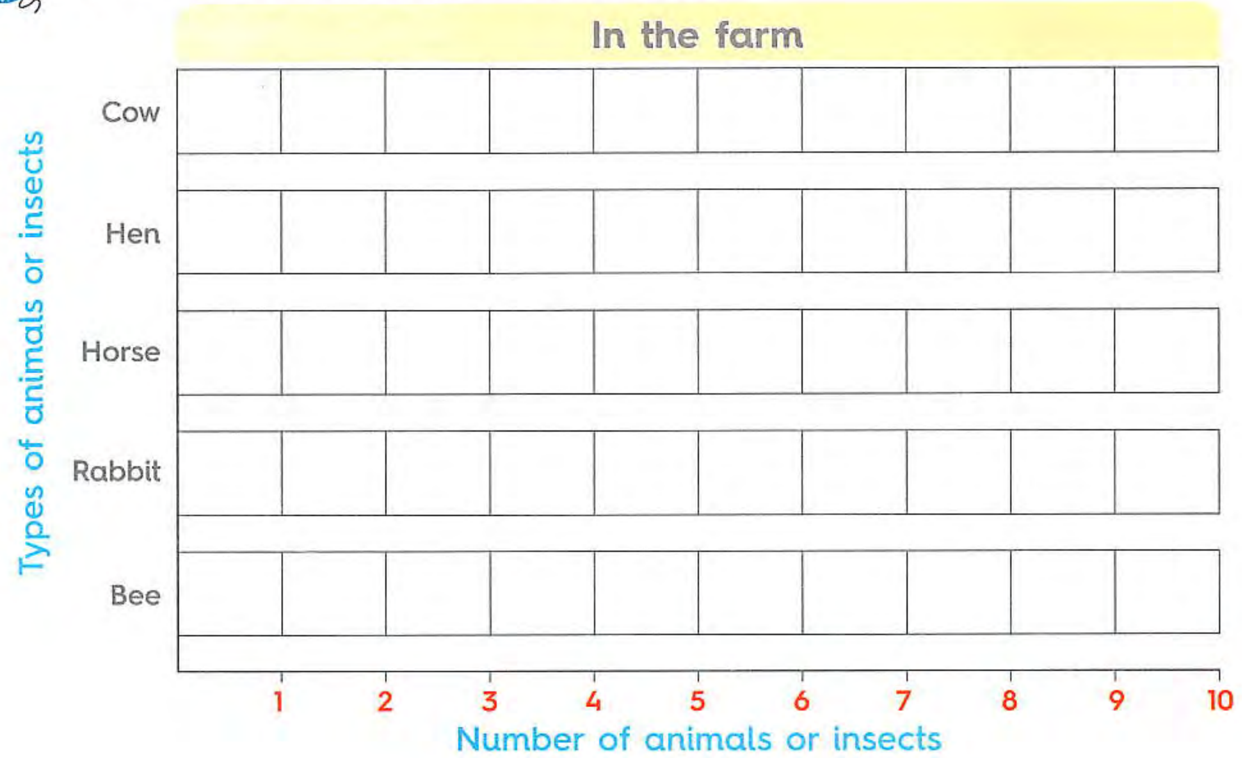
e. The number of (shell) is ______

3 **Convert the same information from the vertical bar graph into a horizontal bar graph.**



4 In BOTH pages :

Color one box for each animal or insect.





Use the bar graph. Complete using > , < or =.

a. Number of bees ______ ◯ ______ Number of hens

b. Number of rabbits ______ ◯ ______ Number of cows

c. Number of horses ______ ◯ ______ Number of bees

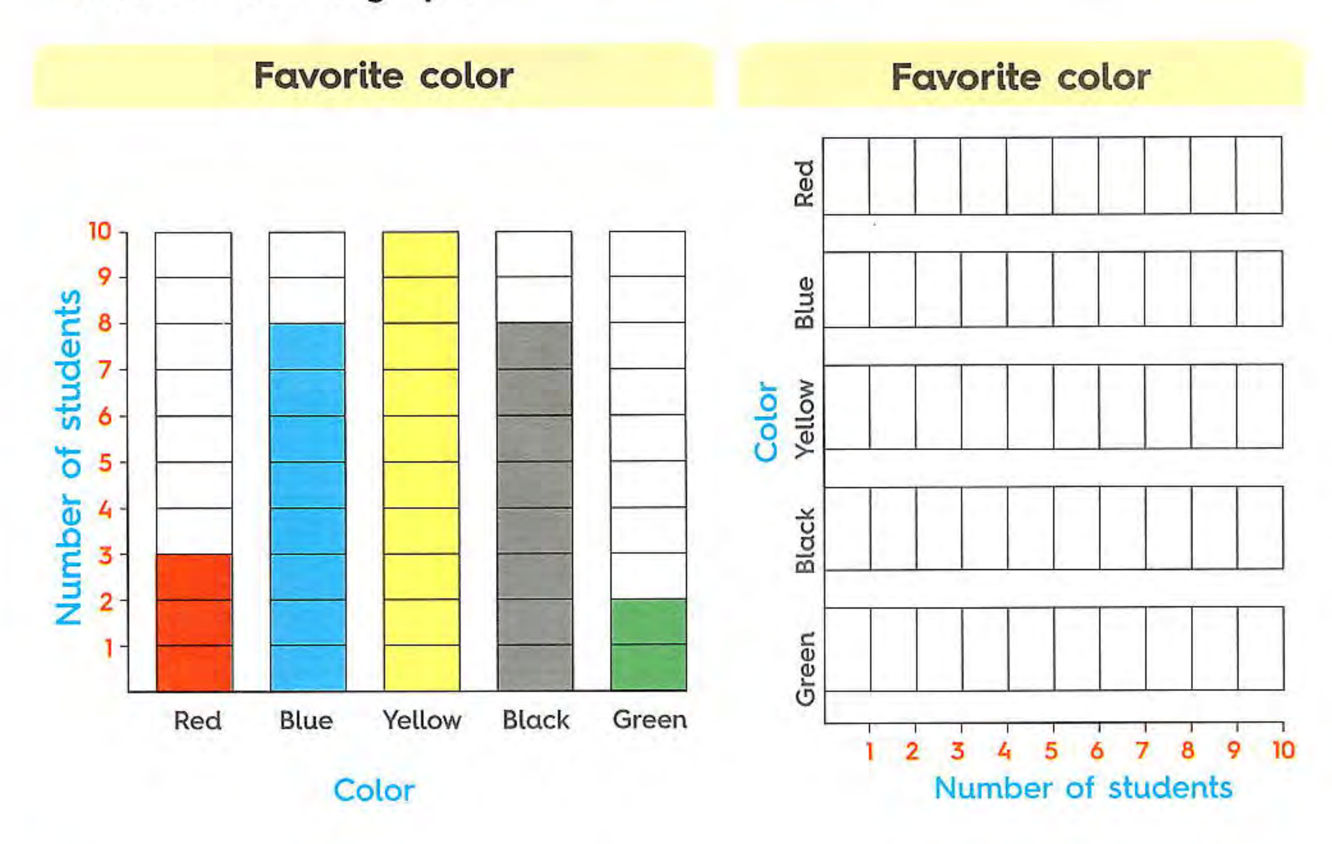
d. Number of hens ______ ◯ ______ Number of rabbits

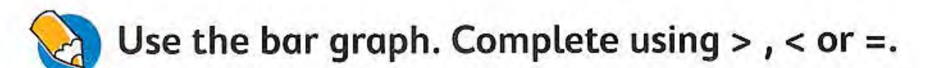
e. Number of cows ______ ◯ ______ Number of horses

Remember that

- ">" means greater than
  For example : 15 > 7
- "<" means less than
  For example : 5 < 7
- "=" means is equal to
  For example : 7 = 7

5 Convert the same information from the vertical bar graph into a horizontal bar graph.





Use the bar graph. Complete using > , < or =.

a. Number of students who liked green ◯ Number of students who liked blue

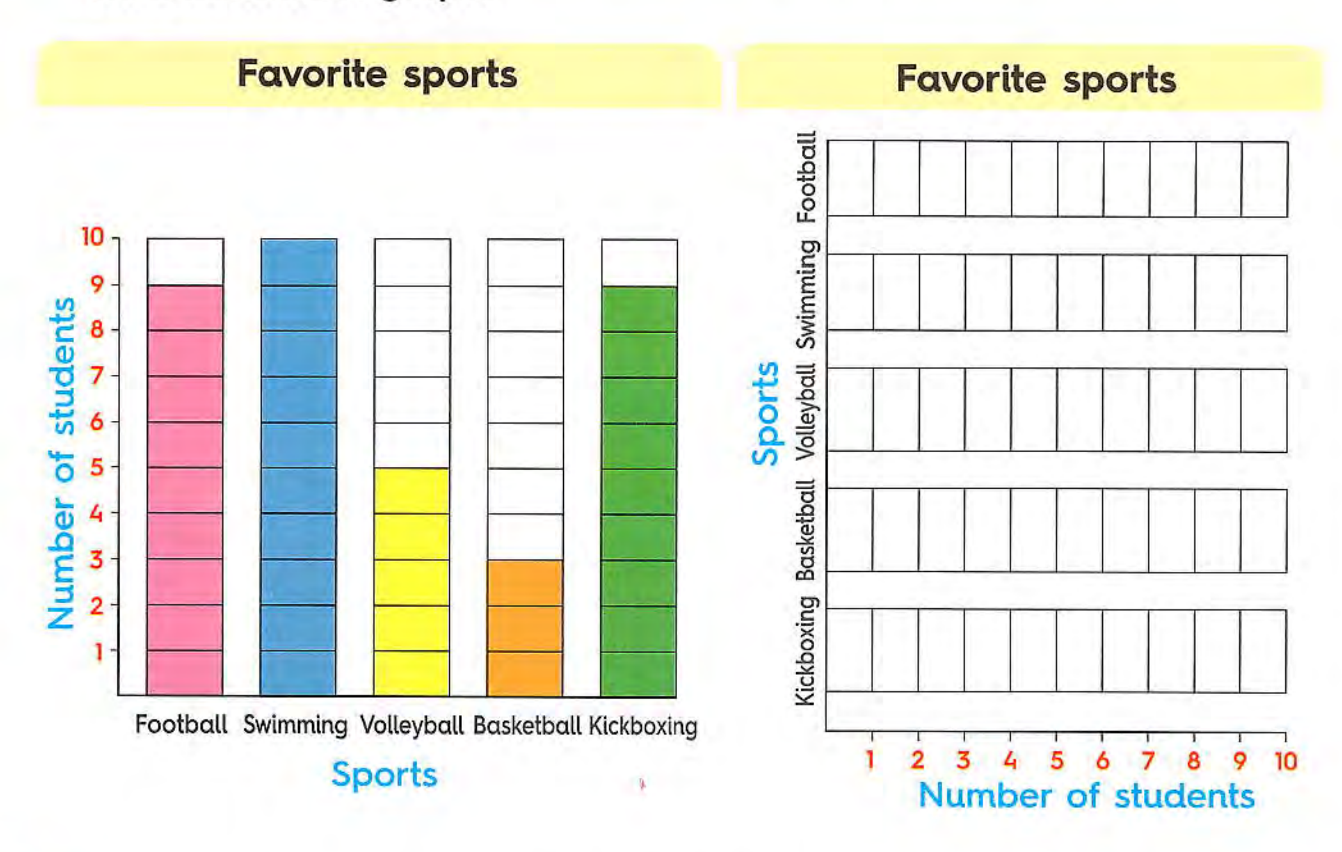
b. Number of students who liked yellow ◯ Number of students who liked black

c. Number of students who liked red ◯ Number of students who liked yellow

d. Number of students who liked blue ◯ Number of students who liked black



6 **Convert the same information from the vertical bar graph into a horizontal bar graph.**



Use the bar graph. Complete using > , < or =.

a. Number of students who liked football ◯ Number of students who liked kickboxing

b. Number of students who liked swimming ◯ Number of students who liked volleyball

c. Number of students who liked basketball ◯ Number of students who liked football

d. Number of students who liked football ◯ Number of students who liked swimming

Place a smiley face

Lessons 4 & 5

• Representing and interpreting data
• Representing data with a scale of 1

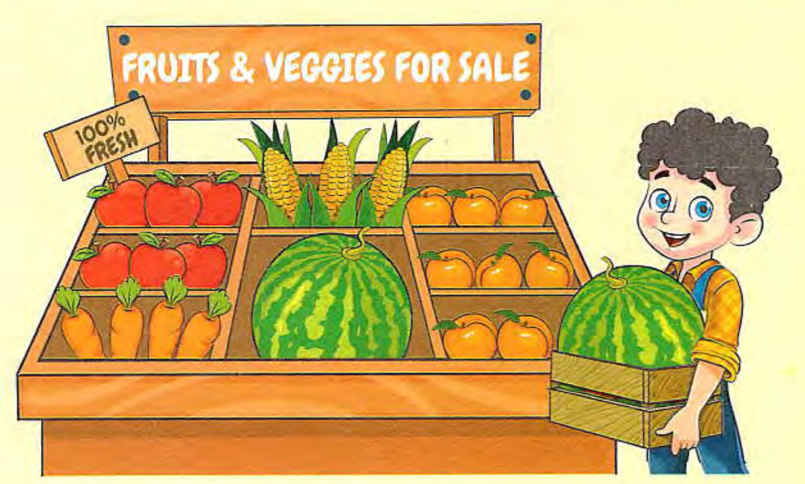
Learn 1 Representing data from a table with a scale of 1

A **bar graph** is a way to represent data visually.

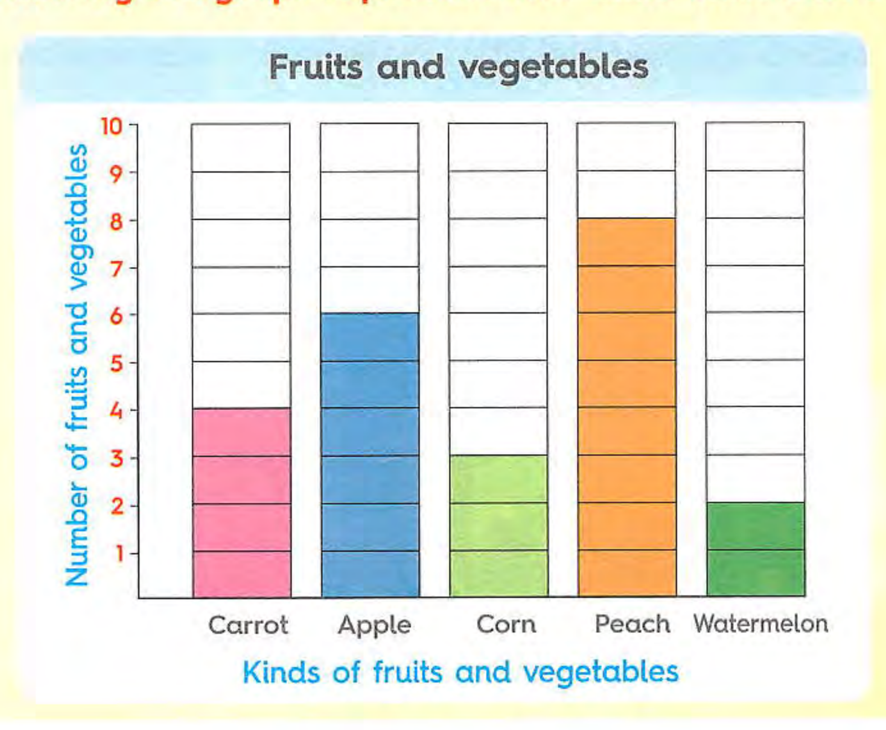
- The following table shows the numbers of fruits and vegetables at the farm stand.

Fruits and vegetables

Kind	Number
Carrot	4
Apple	6
Corn	3
Peach	8
Watermelon	2



- The following bar graph represents the same data with a scale of 1.



Notes for parents

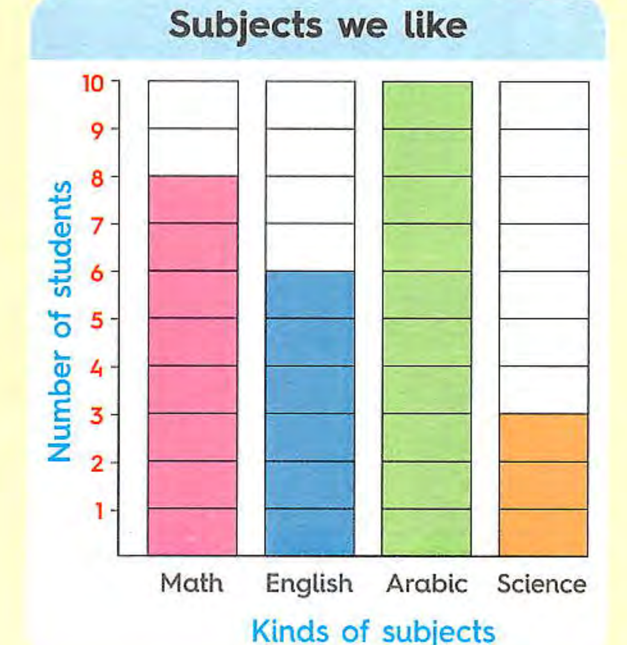
- Ask your child to explain how to convert the table to bar graph.
- Ask him/her to find the most and the least kind of fruits and vegetables in the bar graph.

Learn 2 Interpreting data

Reading a bar graph gives you information.



- **Here are some information from the opposite bar graph :**
  - The subject which liked the least is science.
  - The subject which liked the most is Arabic.
  - The number of students who liked math and English is 14.

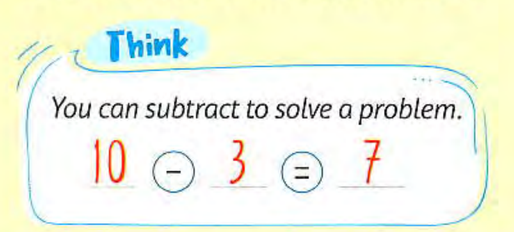


Think

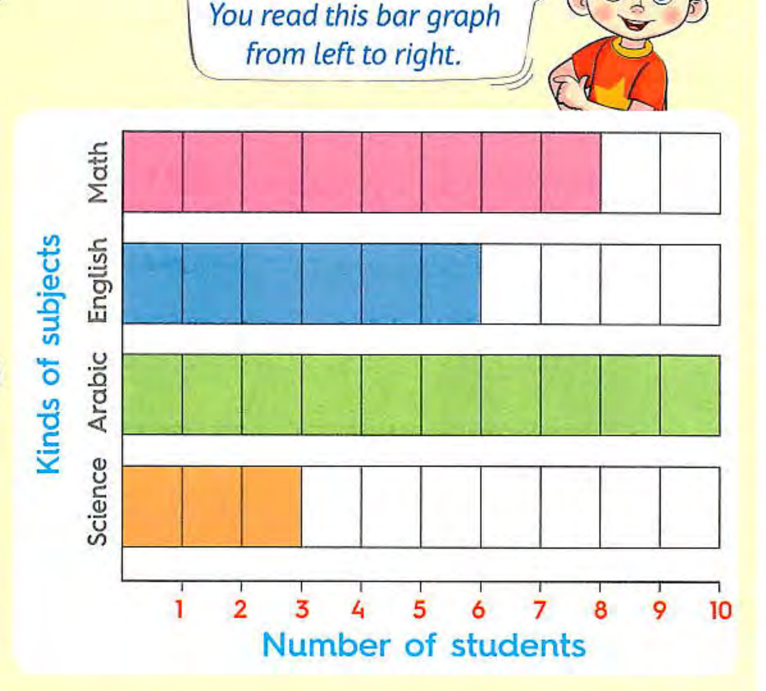
You can add to solve a problem.

8 (+) 6 (=) 14

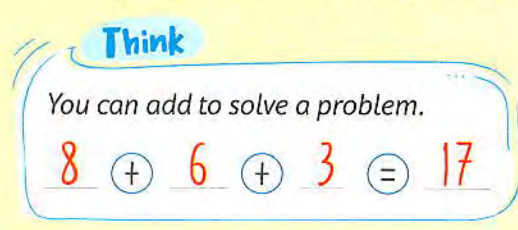
  - The number of students who liked more Arabic than science is 7.



This is another way to represent data visually. You read this bar graph from left to right.



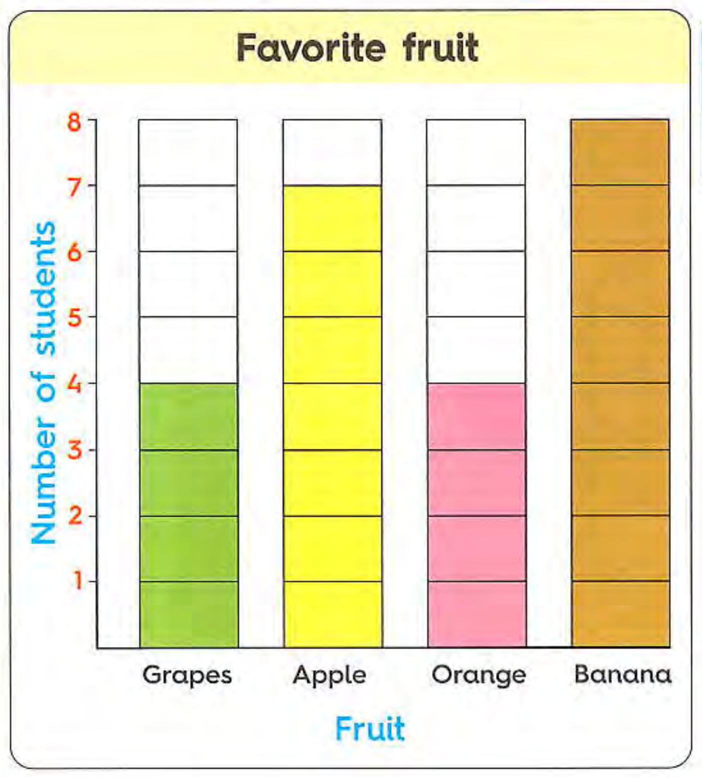
  - The number of students who liked math , English and Science is 17.



• To find the number of students who liked more Arabic than science, your child may count the rows between Arabic and science, or count up from 3 to 10 or subtract the smaller number 3 from the bigger number 10.

Check

Use the bar graph to complete the table.



Favorite fruit

Fruit	Grapes	Apple	Orange	Banana
Number of students	______	______	______	______



Answer the following questions.

a. How many students liked grapes ? ______

b. How many students liked apple ? ______

c. Which fruit is liked the most ? ______

d. How many students in all liked apple and orange ? ______

e. How many students in all liked grapes and banana ? ______

f. How many students liked banana more than grapes ? ______

g. How many students in all liked orange and grapes ? ______

h. How many students liked apple more than orange ? ______

Notes for parents

- Help your child describe the information in the bar graph and answer the questions about data.
- Let your child decide the operation of addition or subtraction in this page to answer the questions.

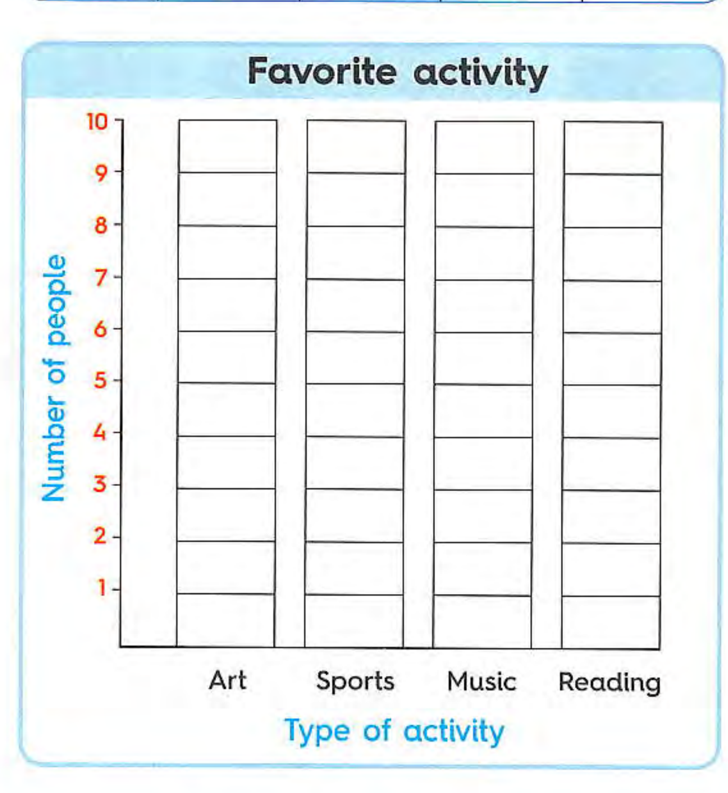
Exercise 2

On Lessons 4 & 5

- Representing and interpreting data
- Representing data with a scale of 1

1 Read the table. Shade in the graph to show the same data.

Favorite activity				
Type	Art	Sports	Music	Reading
Number	4	7	5	10





Use the graph to answer the questions.

a. Which activity is the most favorite ? ____________

b. Which activity is the fewest favorite ? ____________

c. How many students in all liked art and music ? ____________

d. How many students in all liked sports and reading ? ____________

e. How many students liked sports more than music ? ____________

f. How many students in all liked sports and music ? ____________

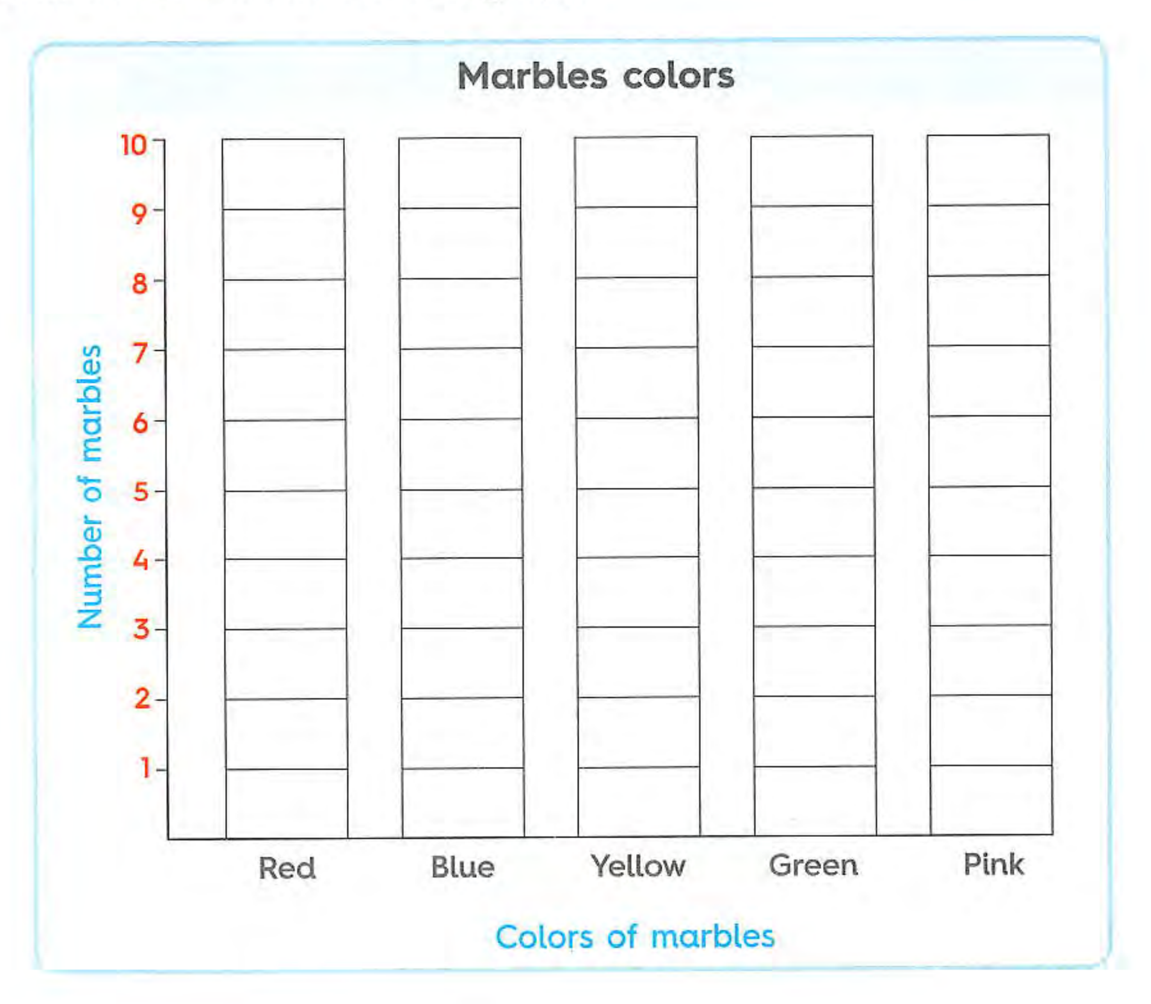
2 Look at the picture, then complete the table.

Marbles colors	
Color	**Number**
Red	______
Blue	______
Yellow	______
Green	______
Pink	______





From the table color the bar graph.





Use the previous bar graph to complete the sentences from a to d.

a. The color of the most marbles is ________

b. The color of the least marbles is ________

c. The number of yellow marbles is ________



d. The number of pink marbles is ________



Use the previous bar graph to answer the questions from e to k.

e. How many red and yellow marbles are there ? ________

f. How many blue and green marbles are there ? ________

g. How many pink and red marbles are there ? ________

h. How many blue marbles more than green marbles ? ________

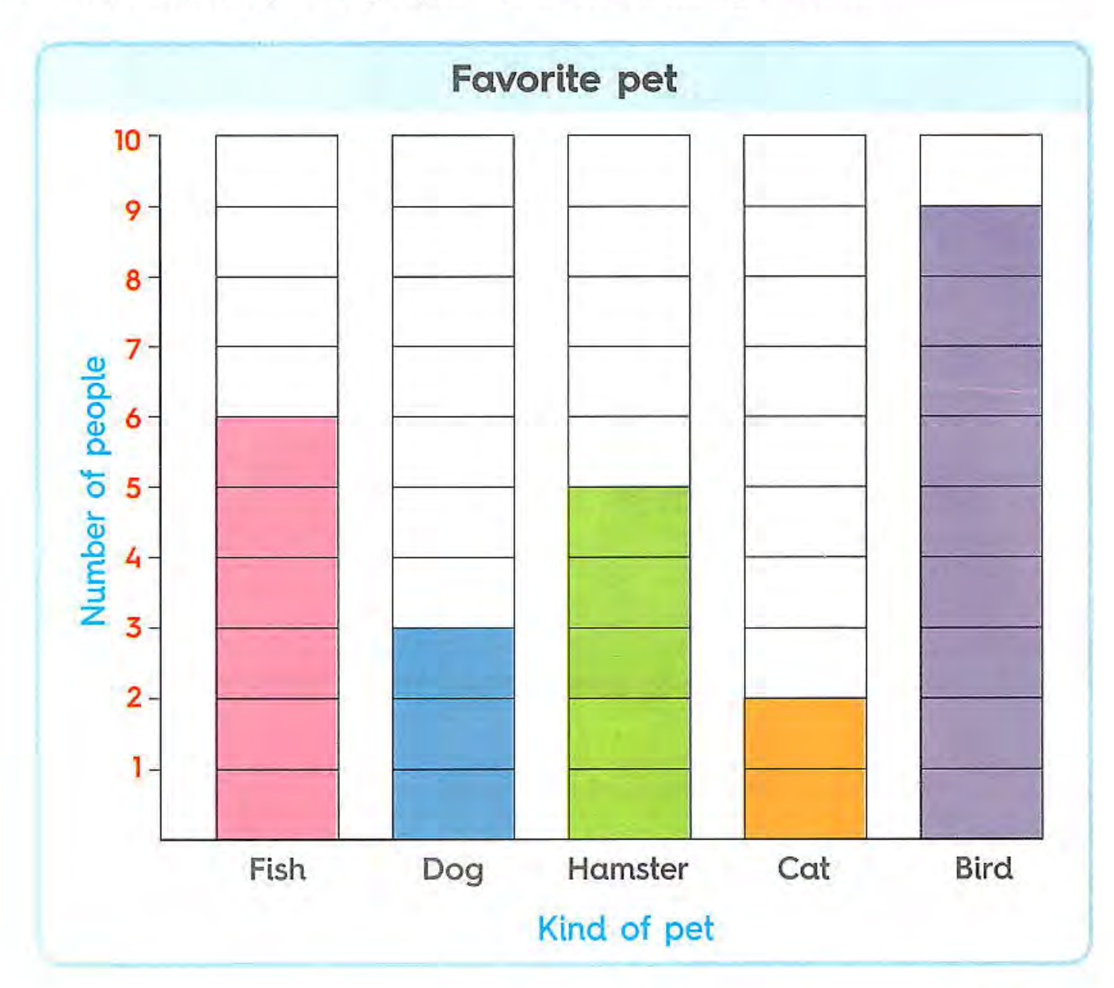
i. How many red marbles more than yellow marbles ? ________

j. How many pink marbles more than red marbles ? ________

k. List the marbles color data from the least to the greatest.

________ , ________ , ________ , ________ , ________

3 Use the following bar graph to answer the questions.



a. Which pet is liked the least ? ________

b. Which pet is liked the most ? ________

c. How many people in all liked birds and cats ? ________

d. How many people in all liked hamsters and dogs ? ________

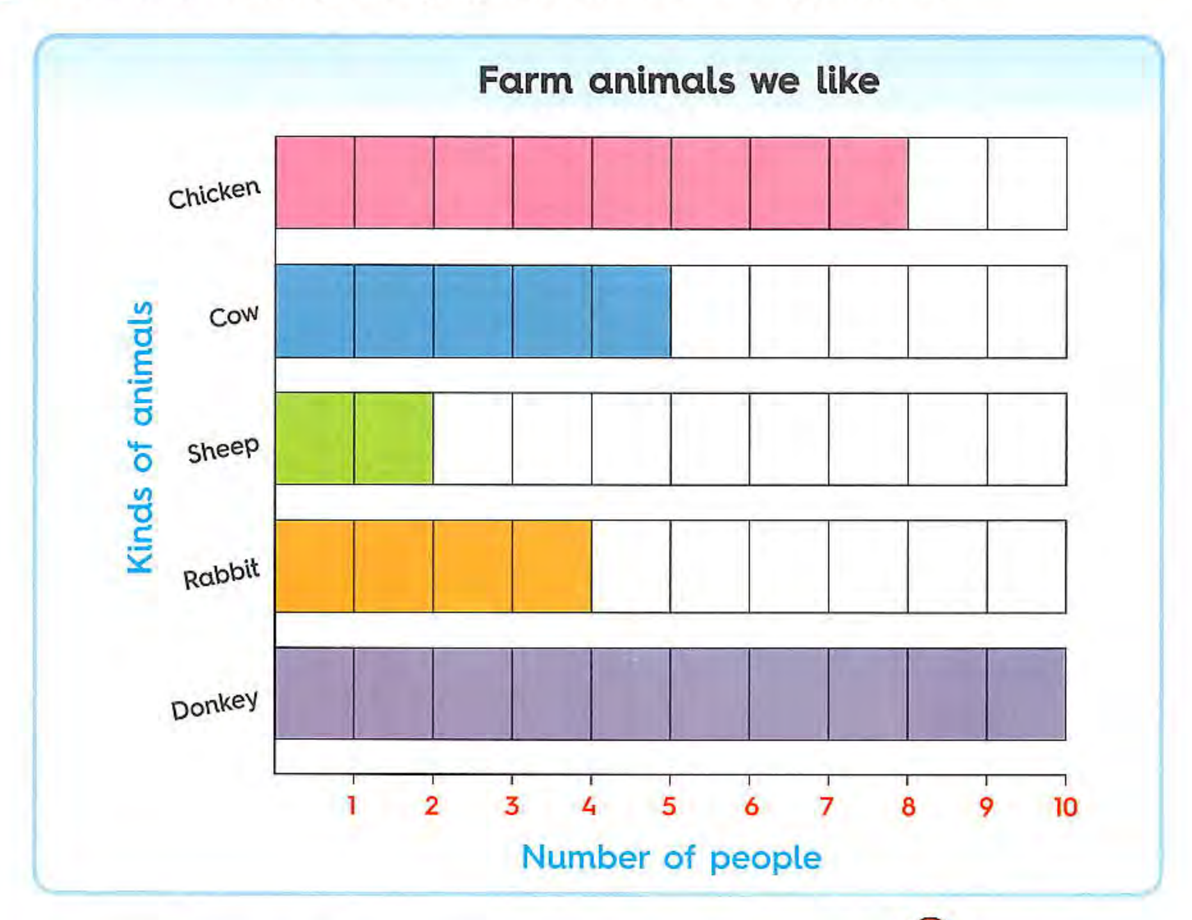
e. How many people liked hamsters more than dogs ? ________

f. How many people liked fish more than cats ? ________

g. How many people in all liked dogs, hamsters and fish ? ________

h. How many people in all liked cats, birds and hamsters ? ________

4 Use the following bar graph to answer the questions.







a. Which animal is liked the most ? __________

b. Which animal is liked the least ? __________

c. How many people in total liked cows and sheep ? __________

d. How many people in total liked chicken and rabbits ? __________

e. How many more people liked chicken than rabbits ? __________

f. How many more people liked donkey than cows ? __________

g. How many people in all liked cows, rabbits and donkeys ? __________

h. How many people in all liked chicken, sheep and cows ? __________



Lessons 6 to 8

- Representing data with a scale of 2
- Representing data with a scale of 10
- Bar graph

Pre-study

Skip counting by 2s

Start on 2 on the chart. Count forward by 2s.



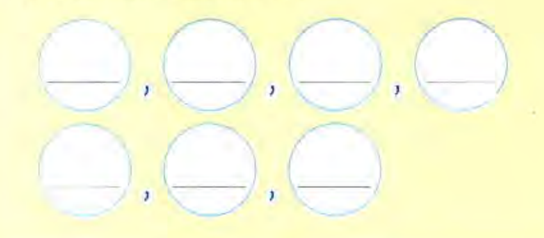
You skipped 3 , 5 , 7 , 9 , 11 , ...

Skip counting by 2s will help you when working with a bar graph of a scale of 2.

1	**2**	3	**4**	5	**6**	7	**8**	9	**10**
11	**12**	13	**14**	15	**16**	17	**18**	19	**20**
21	**22**	23	**24**	25	**26**	27	**28**	29	**30**
31	**32**	33	**34**	35	**36**	37	**38**	39	**40**
41	**42**	43	**44**	45	**46**	47	**48**	49	**50**
51	**52**	53	**54**	55	**56**	57	**58**	59	**60**
61	**62**	63	**64**	65	**66**	67	**68**	69	**70**
71	**72**	73	**74**	75	**76**	77	**78**	79	**80**
81	**82**	83	**84**	85	**86**	87	**88**	89	**90**
91	**92**	93	**94**	95	**96**	97	**98**	99	**100**

Practice:

- Start on 6. Skip count by 2s. Write the numbers



Skip counting by 10s

Start on 10 on the chart. Count forward by 10s.

10 , 20 , 30 , 40 , 50 , 60 , ...

You simply move down one row each time.

Skip counting by 10s will help you when working with a bar graph of a scale of 10.

1	2	3	4	5	6	7	8	9	**10**
11	12	13	14	15	16	17	18	19	**20**
21	22	23	24	25	26	27	28	29	**30**
31	32	33	34	35	36	37	38	39	**40**
41	42	43	44	45	46	47	48	49	**50**
51	52	53	54	55	56	57	58	59	**60**
61	62	63	64	65	66	67	68	69	**70**
71	72	73	74	75	76	77	78	79	**80**
81	82	83	84	85	86	87	88	89	**90**
91	92	93	94	95	96	97	98	99	**100**

Practice:

- Start on 4. Skip count by 10s. Write the numbers



Notes for parents

- Ask your child to show you how to count by 2s and 10s using the chart.

Learn 1 Representing data with a scale of 2

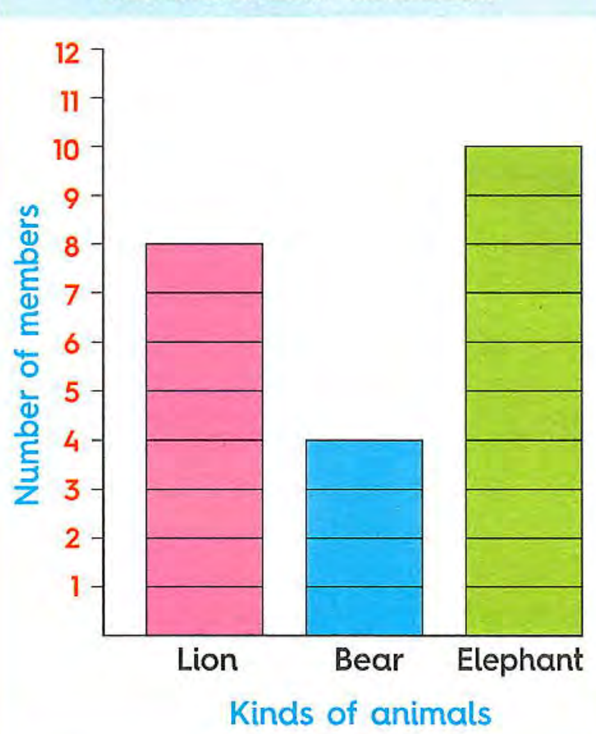
You can use any scale for a bar graph. Here are two bar graphs that show the same data with different scales.

*Each box in the bar graph of scale **1** represents **1** member.*



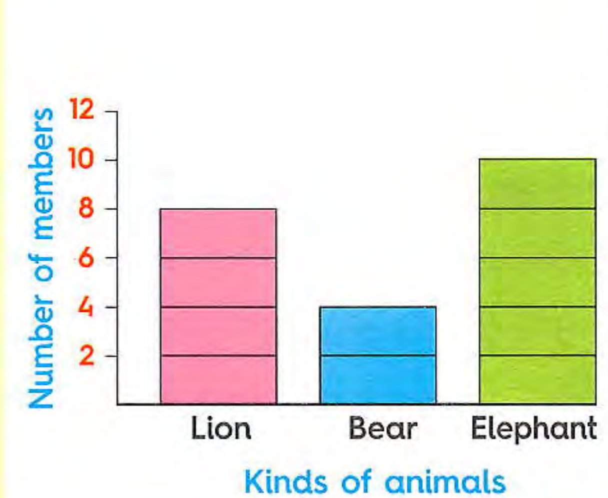
*Each box in the bar graph of scale **2** represents **2** members.*

Mark uses a scale of 1



Sarah uses a scale of 2

Favorite zoo animals



- Which animal is liked the least ? Bear
- Which animal is liked the most ? Elephant
- How many people liked lion and bear ? 8 + 4 = 12
- How many people liked elephant more than bear ? 10 − 4 = 6



- Train your child to skip counting by 2s.
- Tell your child that two boxes of bar graph with a scale of 1 equals 5 one box of bar graph with a scale of 2.

Learn 2 Representing data with a scale of 10

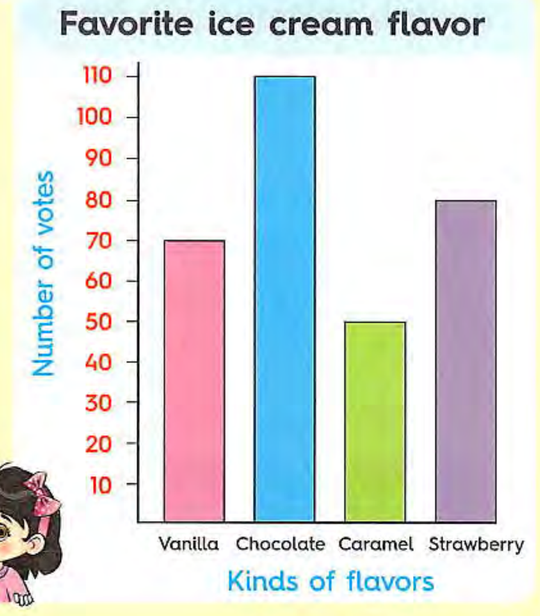
The following table is a voted table of 300 people for their favorite ice cream flavor.

Favorite ice cream flavor

Flavor	Number
Vanilla	70
Chocolate	100
Caramel	50
Strawberry	80

The data on the table is represented on bar graph with a scale of 10 because the number of people is big.





- Which ice cream flavor is liked the least ? *Caramel*
- Which ice cream flavor is liked the most ? *Chocolate*
- How many votes in all liked venilla and chocolate ? *70 + 100 = 170*
- How many more votes liked strawberry than vanilla ? *80 – 70 = 10*



Check

Use the bar graph to answer the questions.

a. How many students liked car best ? ________

b. How many students liked bicycle best ? ________

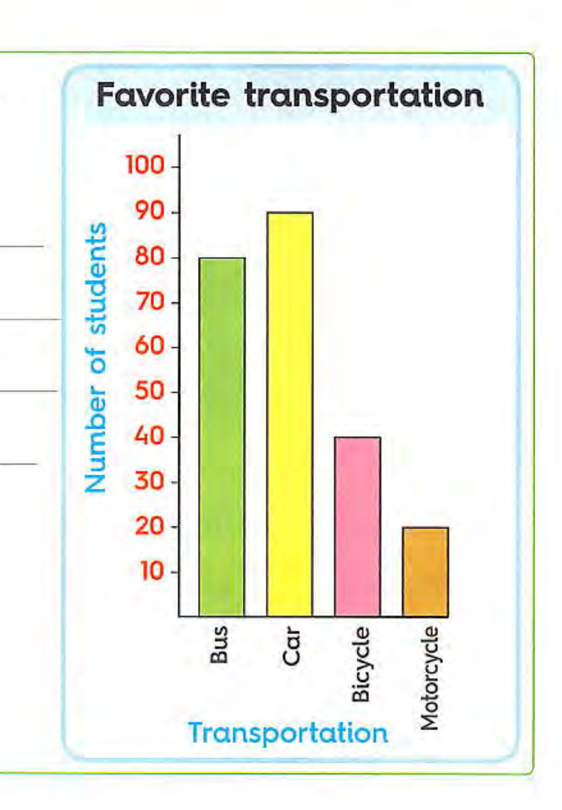
c. Which transportation is liked the most ? ________

d. Which transportation is liked the least ? ________

e. How many students liked bus and car ? ________

f. How many more students liked bicycle than motorcycle ? ________

g. How many students liked bus, bicycle and car ? ________

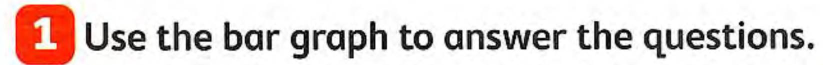


Notes for parents
- Train your child to skip counting by 10s.
- Ask your child why might we need to count by 10s instead of 1s when making a graph.
- Help your child solve the problems using the numbers chart.

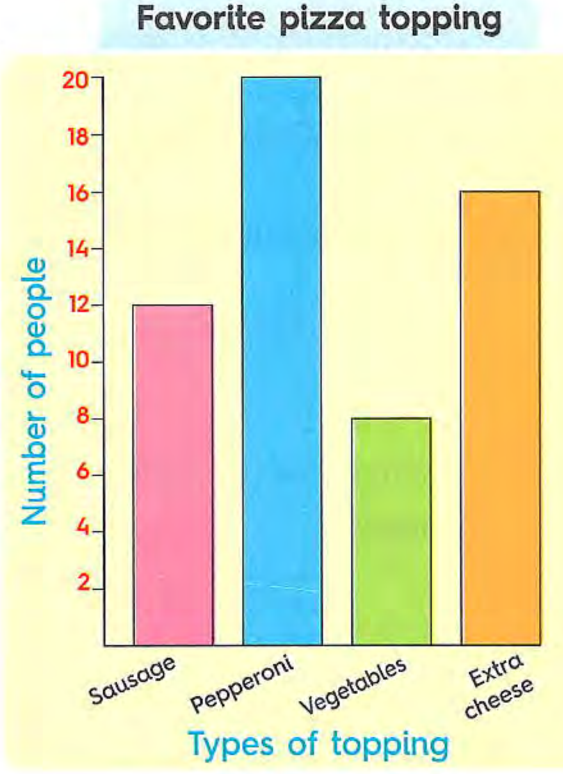
Exercise 3

On Lessons 6 to 8

- **Representing data with a scale of 2**
- **Representing data with a scale of 10**
- **Bar graph**



1 Use the bar graph to answer the questions.



a. How many people liked sausage best ? ______

b. How many people liked extra cheese best ? ______

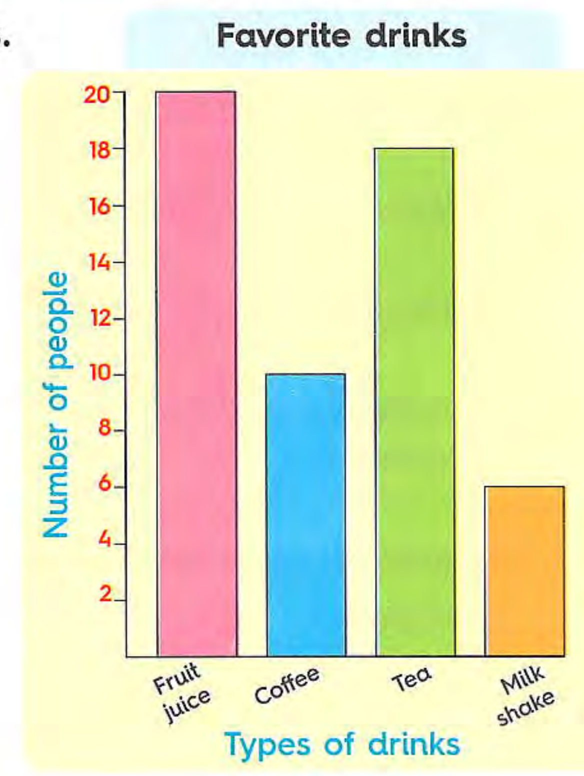
c. Which pizza topping is liked the least ? ______

d. Which pizza topping is liked the most ? ______

e. How many people in all liked sausage and vegetables pizza ? ______

f. How many more people liked pepperoni than extra cheese ? ______

2 Use the bar graph to answer the questions.



a. How many people liked fruit juice best ? ______

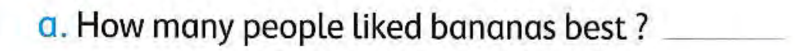
b. How many people liked tea best ? ______

c. Which drink is liked the least ? ______

d. Which drink is liked the most ? ______

e. How many people in all liked tea and milk shake ? ______

f. How many more people liked fruit juice than coffee ? ______



3 Use the bar graph to answer the questions.

a. How many people liked bananas best ? ______

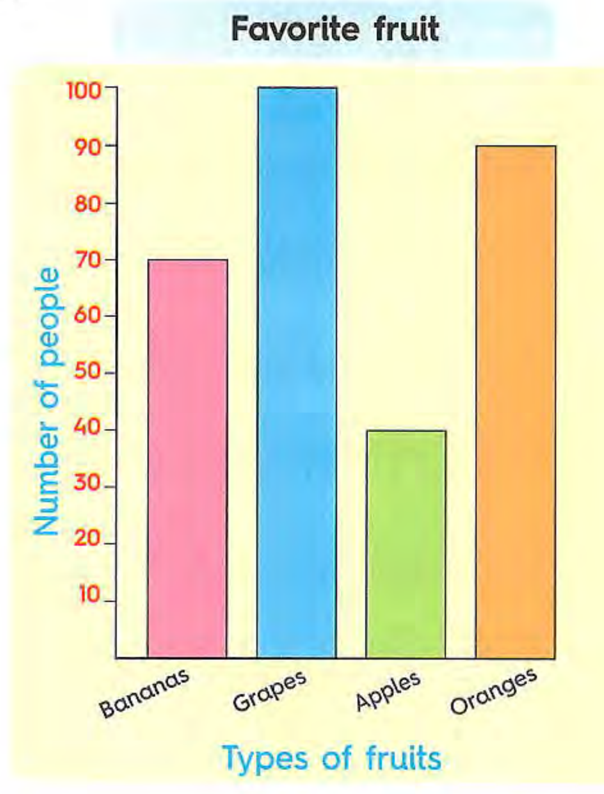
b. How many people liked oranges best ? ______

c. Which fruit is liked the least ? ______

d. Which fruit is liked the most ? ______

e. How many people in all liked grapes and apples ? ______

f. How many more people liked oranges than bananas ? ______



4 Use the bar graph to answer the questions.

a. How many people liked basketball best ? ______

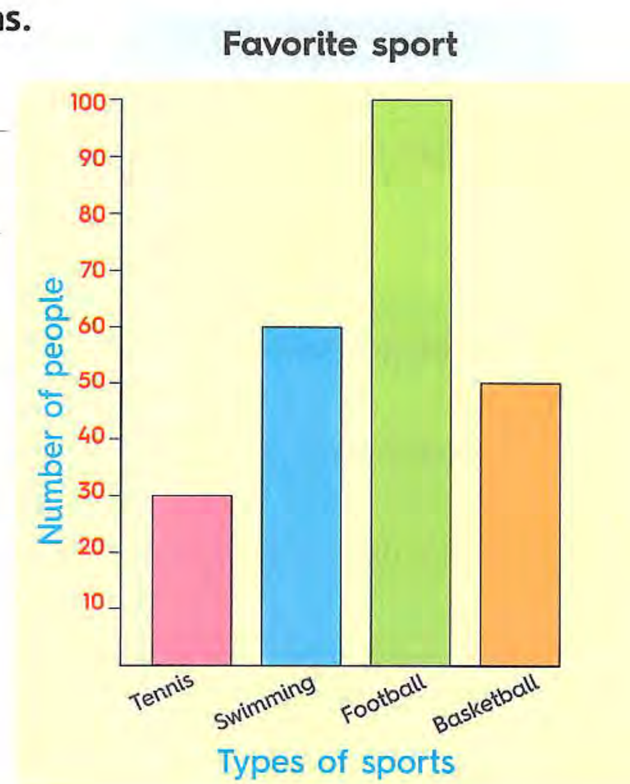
b. How many people liked swimming best ? ______

c. Which sport is liked the least ? ______

d. Which sport is liked the most ? ______

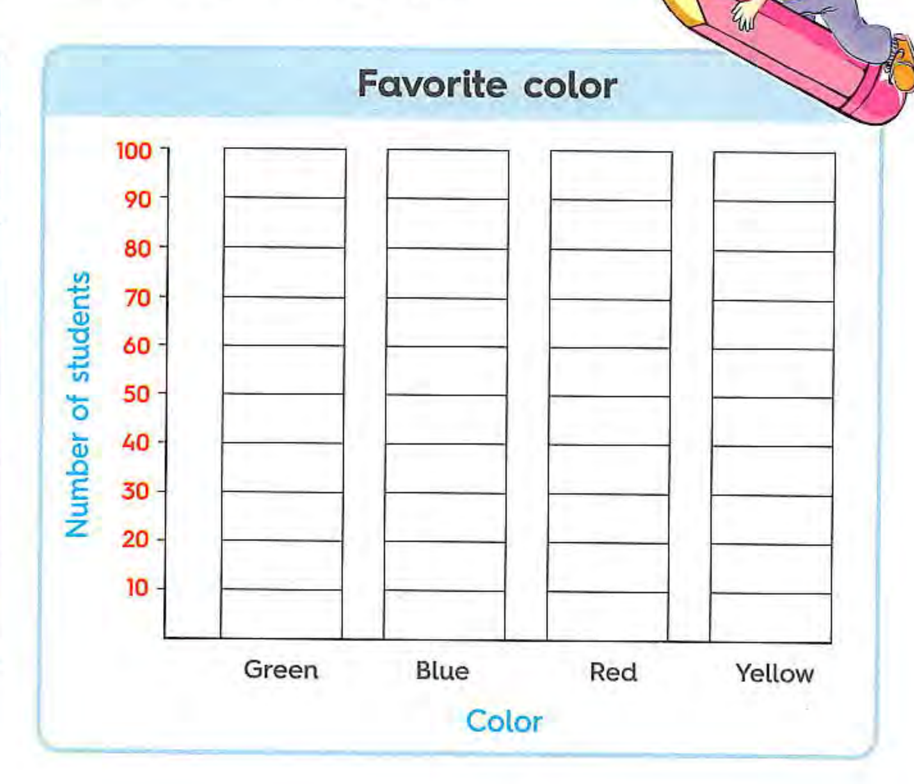
e. How many people in all liked football and swimming ? ______

f. How many more people liked basketball than tennis ? ______



5 Use the following table to color the bar graph.

Favorite color	
Favorite color	**Number of students**
Green	70
Blue	50
Red	90
Yellow	70





Use the bar graph :

1. Write (✓) to the correct statement and (✗) to the incorrect statement.

a. The number of students who liked blue is 40. (   )

b. The number of students who liked red and yellow is 160. (   )

c. The difference between the number of students who liked green and yellow is 140. (   )

2. Complete using > , < or =.

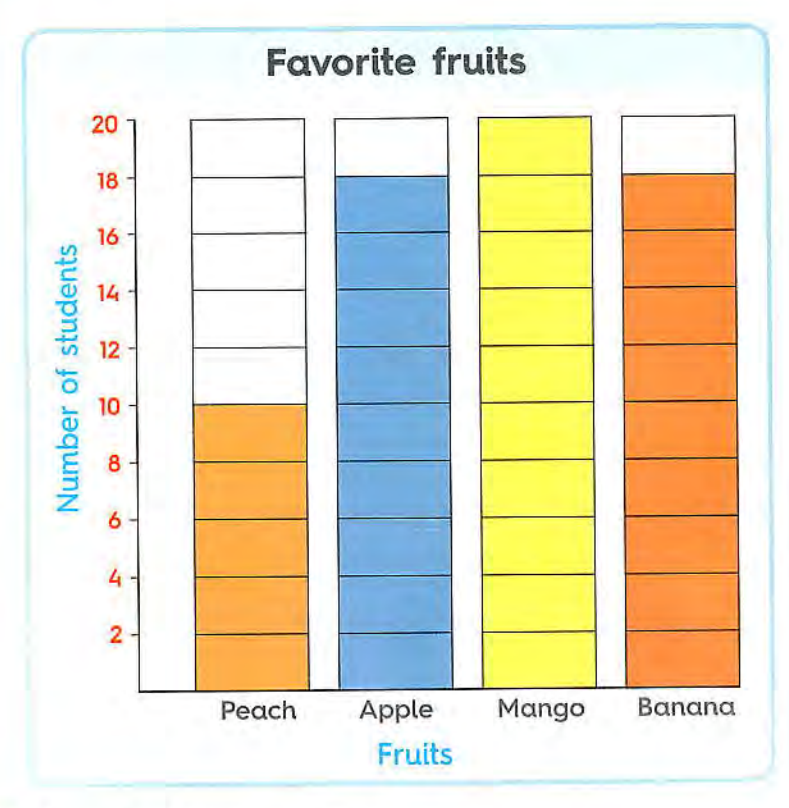
a. The number of students who liked blue ◯ The number of students who liked red

b. The number of students who liked green ◯ The number of students who liked yellow

c. The number of students who liked green ◯ The number of students who liked blue

d. The number of students who liked yellow ◯ The number of students who liked red

6 Look at the favorite fruits graph and complete the table.



Favorite fruits

Favorite fruits	Number of students
Peach	______
Apple	______
Mango	______
Banana	______

Use the bar graph :

1. Complete using > , < or =.

a. Number of students who liked apple ◯ Number of students who liked banana

b. Number of students who liked mango ◯ Number of students who liked peach

c. Number of students who liked peach ◯ Number of students who liked banana

2. Answer the following questions.

a. How many students liked apple the best ? ______

b. Which fruit is liked the most ? ______

c. Which fruit is liked the least ? ______

d. How many students liked apple and peach ? ______

e. How many more students liked mango than banana ? ______

f. How many more students liked apple than peach ? ______





Lessons 9 & 10

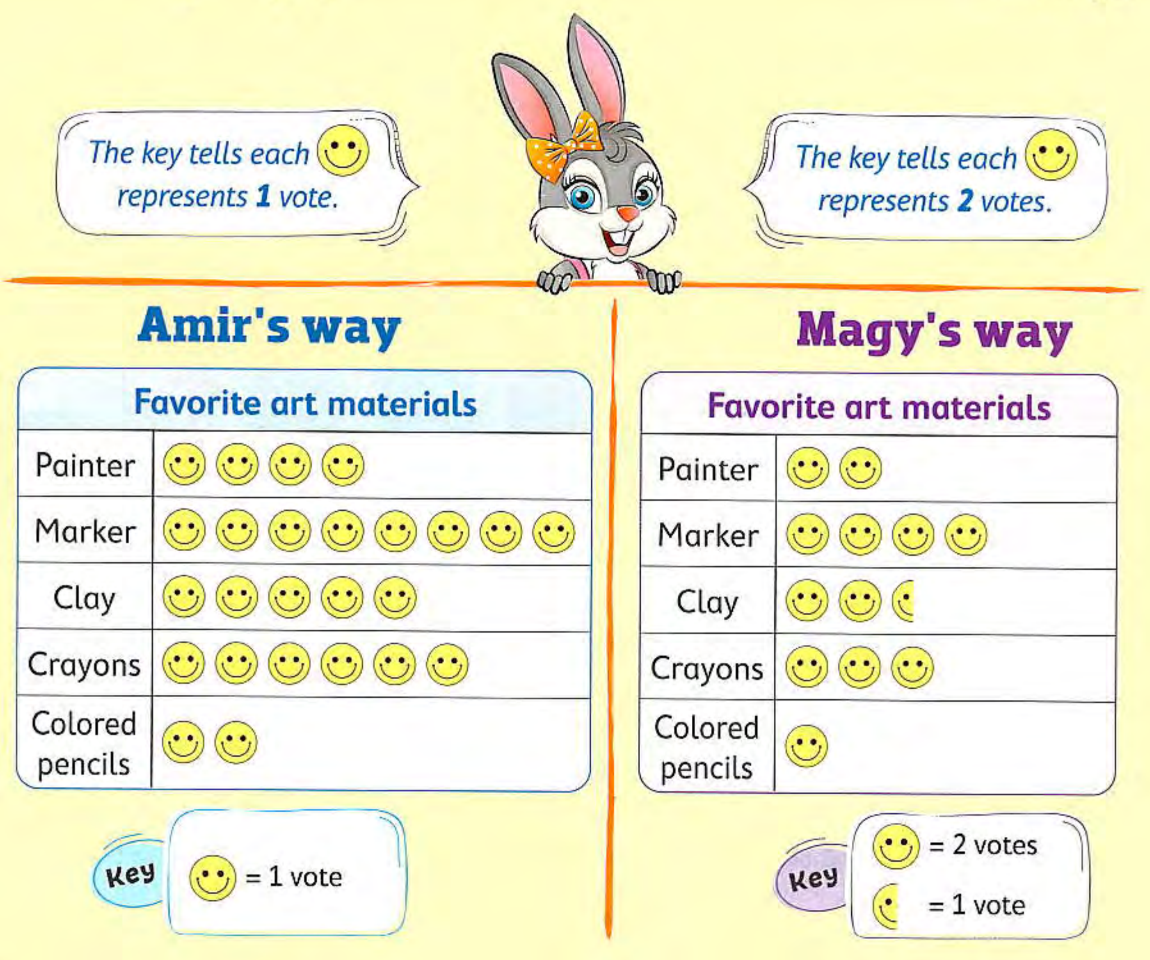
• Pictograph
• Graph elements

Learn 1 Pictograph

A **pictograph** is another way to show data.

A pictograph uses pictures to tell how many.

Here are two pictographs that show the same data with different keys.



From the pictograph :

- The number of students who liked marker is 8
- The number of students who liked clay is 5
- The number of students who liked painter and colored pencils is $4 + 2 = 6$
- How many more students liked marker than crayons ? $8 - 6 = 2$

Notes for parents

• Make sure that your child understand that the key tells how many each picture stands for.

Learn 2 Pictograph and bar graph

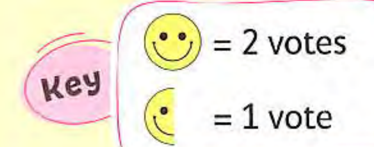
We can represent the data of the pictograph in a bar graph.

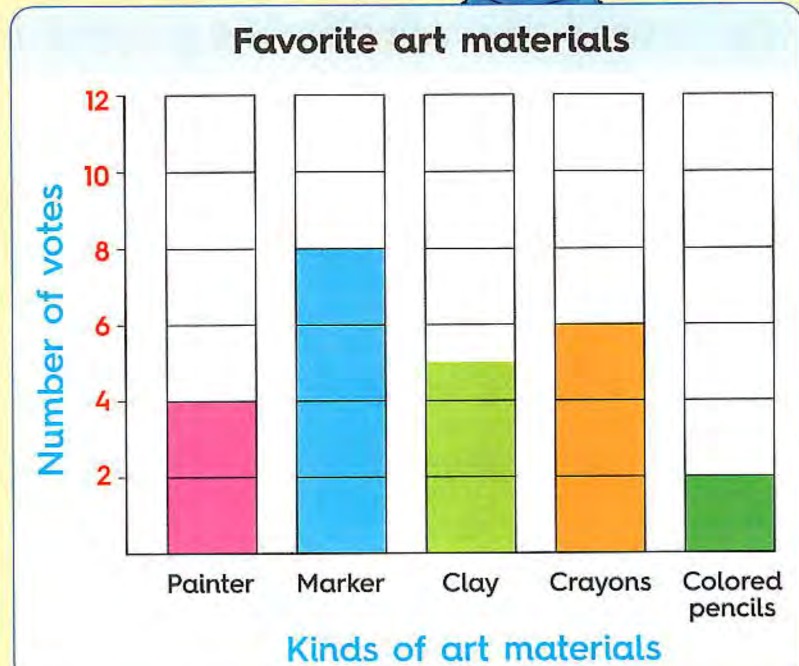
I converted the data on pictograph into bar graph and I preferred the bar graph with a scale of 2 to match the key of pictograph.



Favorite art materials

Painter	
Marker	
Clay	
Crayons	
Colored pencils	







Note :

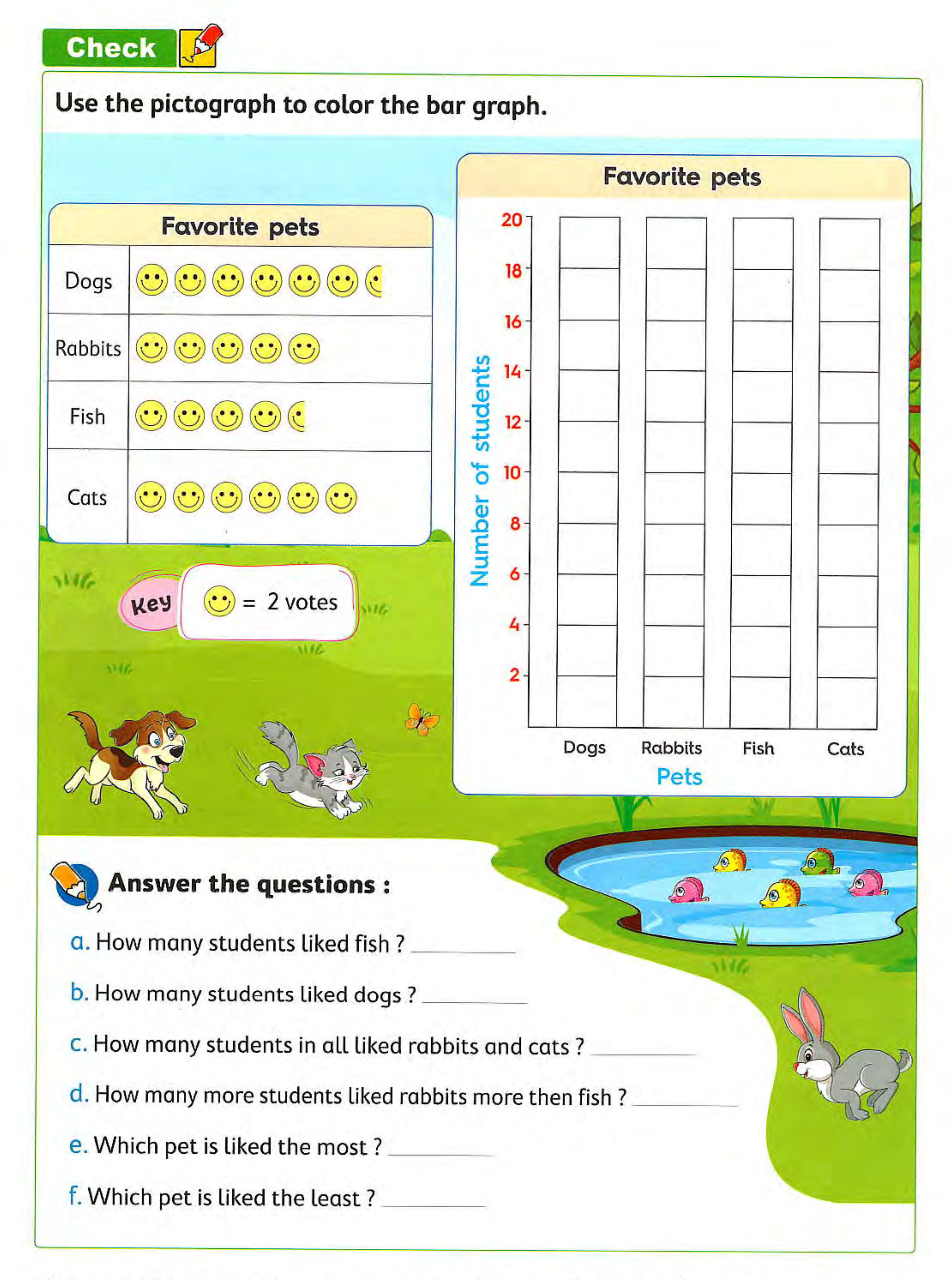
In the above pictograph, the clay category shows 5 votes and to represent it on a bar graph with a scale of 2, you should stop halfway between 4 and 6.

From the graphs :

- The number of students who liked painter is 4
- The number of students who liked crayons is 6
- The number of students who liked marker and crayons is 8 + 6 = 14
- How many more students liked clay more than colored pencils ? 5 - 2 = 3

Notes for parents

• Help your child understand that the two graphs look different but they show the same data.



• Help your child make the bar graph and make sure that your child stands halfway between 2 numbers when he/she represents any odd number.

Exercise 4

On Lessons 9 & 10

- Pictograph
- Graph elements

1 Use the key in pictograph to write the numbers in the table.

Favorite lunch	
Soup	◯ ◯ ◯ ◯ ◯ ◯ ◯
Salad	◯ ◯ ◯
Pizza	◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯
Spaghetti	◯ ◯ ◯ ◯ ◯
Sandwich	◯ ◯ ◯ ◯ ◯ ◯

Key: ◯ = 1 student

Favorite lunch

Food	Number
Soup	______
Salad	______
Pizza	______
Spaghetti	______
Sandwich	______

2 Use the key in pictograph to write the numbers in the table.

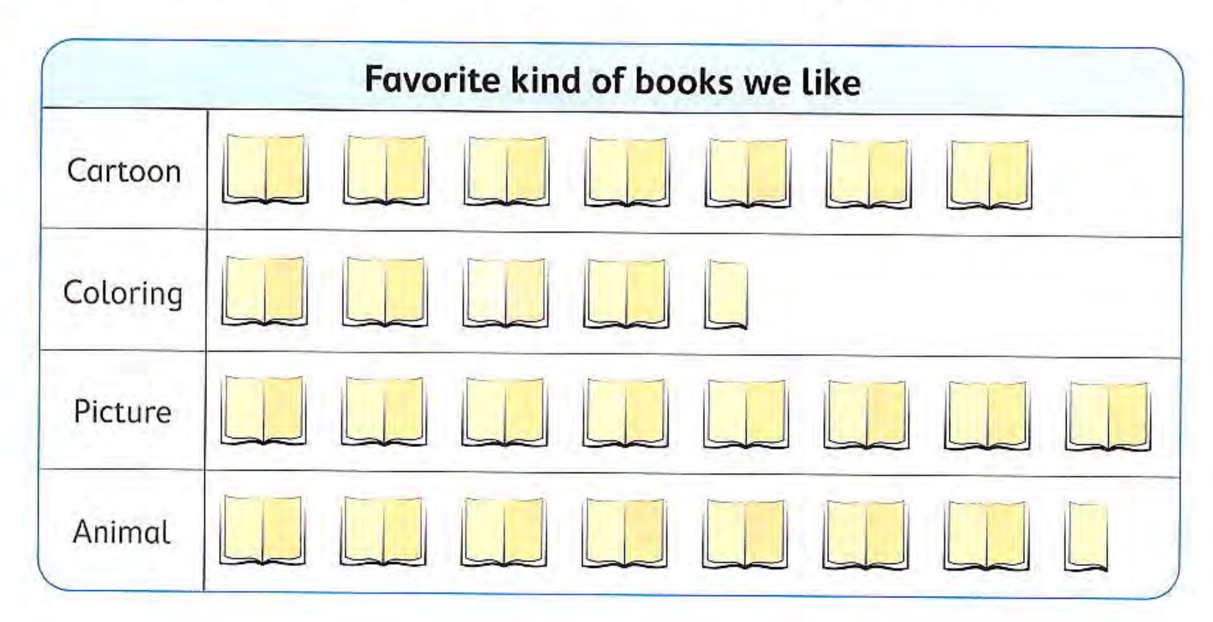
Favorite juice	
Grapes	7 full cups
Orange	9 full cups
Strawberry	4 full cups, 1 half cup
Mango	3 full cups, 1 half cup
Pineapple	6 full cups, 1 half cup

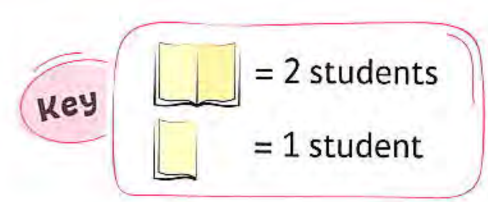
Key: full cup = 2 students; half cup = 1 student

Favorite juice

Flavor	Number
Grapes	______
Orange	______
Strawberry	______
Mango	______
Pineapple	______

3 Use the pictograph and its key to answer the questions.





a. How many students liked cartoon books best ? ________

b. How many students liked coloring books best ? ________

c. How many students liked picture books best ? ________

d. How many students liked animal books best ? ________

e. Which kind of books is liked the most ? ________

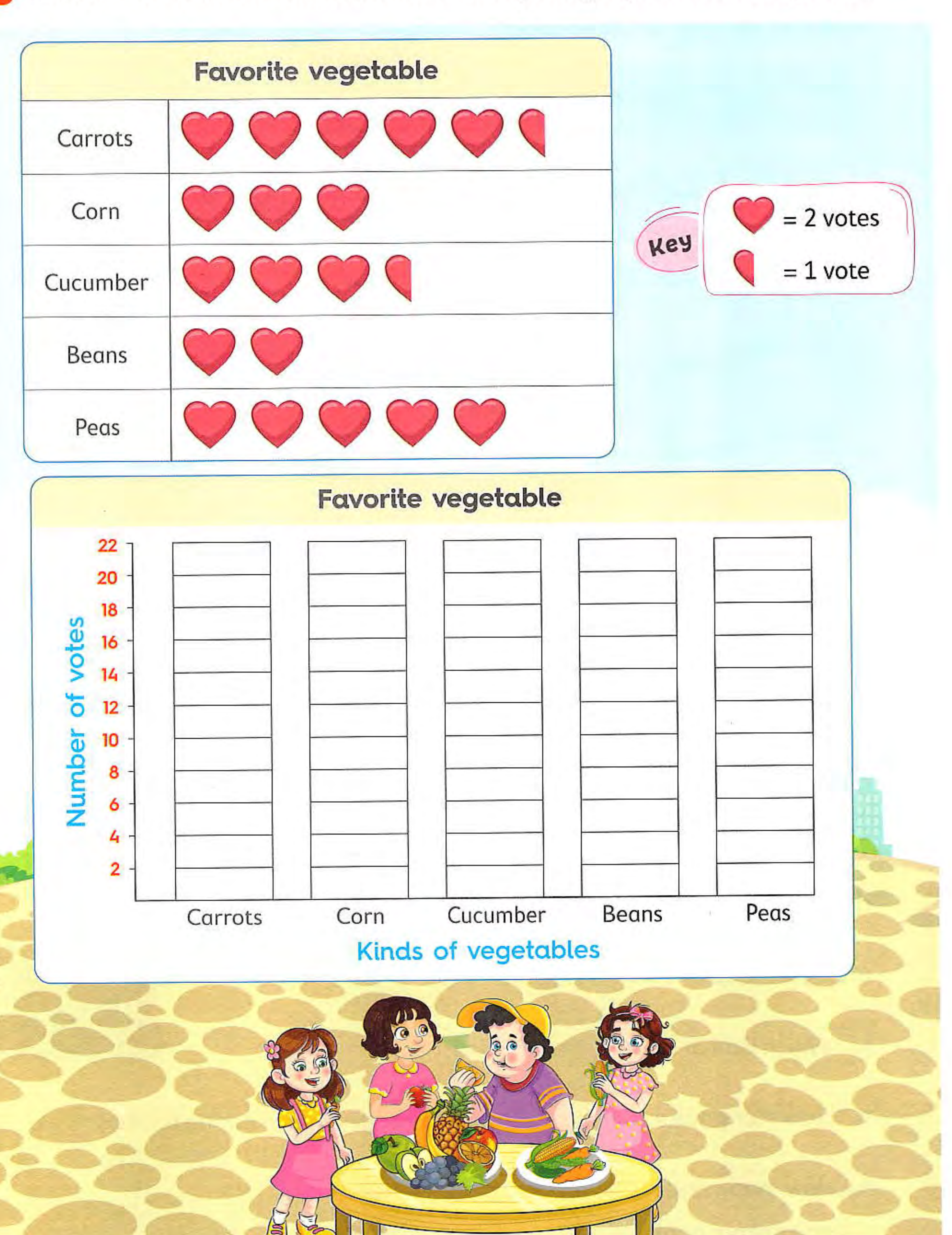
f. Which kind of books is liked the least ? ________



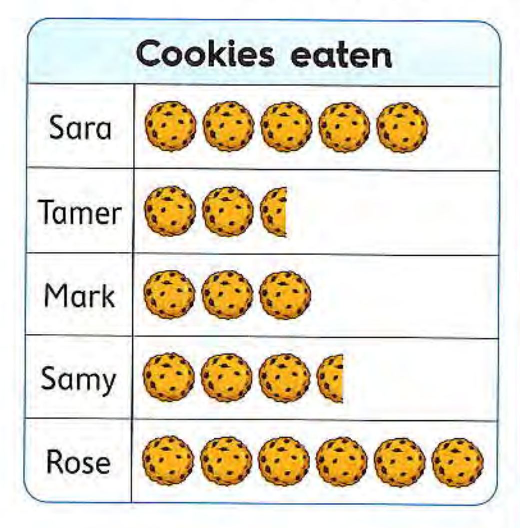
g. How many more students liked cartoon books than coloring books ? ________

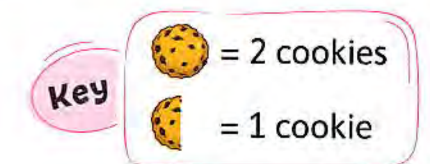
h. How many students in all liked picture books and animal books ? ________

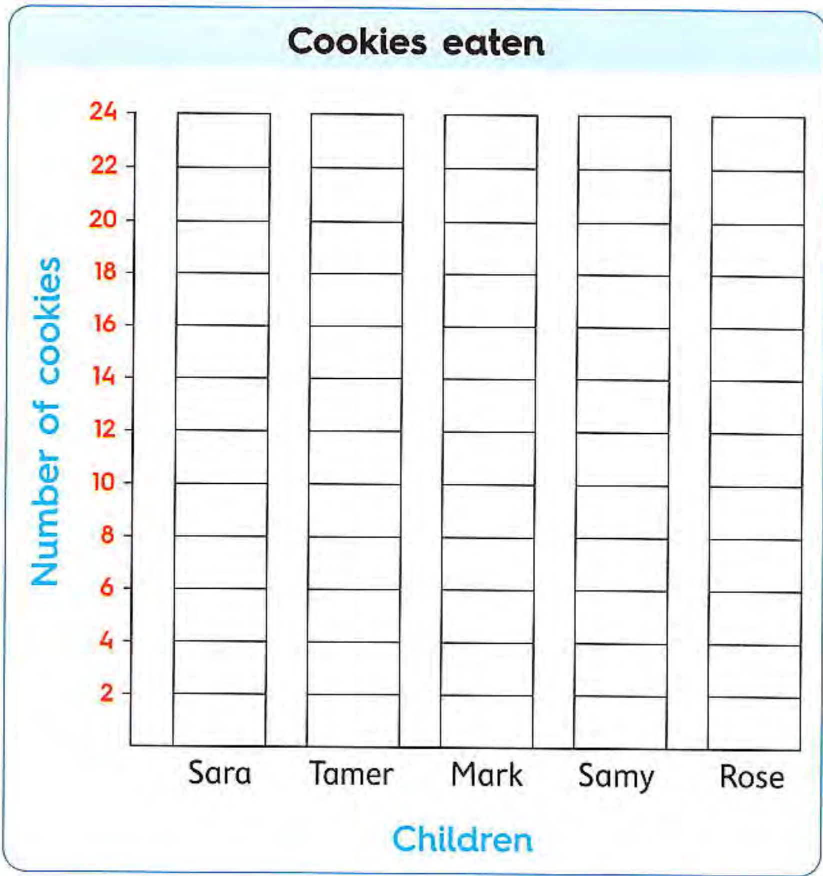
4 **Convert the same information from the pictograph into a bar graph.**



5 **Convert the same information from the pictograph into a bar graph, then answer the questions.**







a. Who did eat the most number of cookies ? ________

b. Who did eat the least number of cookies ? ________

c. How many more cookies did Rose eat than Tamer ? ________

d. How many cookies did Mark and Samy eat in all ? ________

e. How many cookies did Tamer and Rose eat in all ? ________

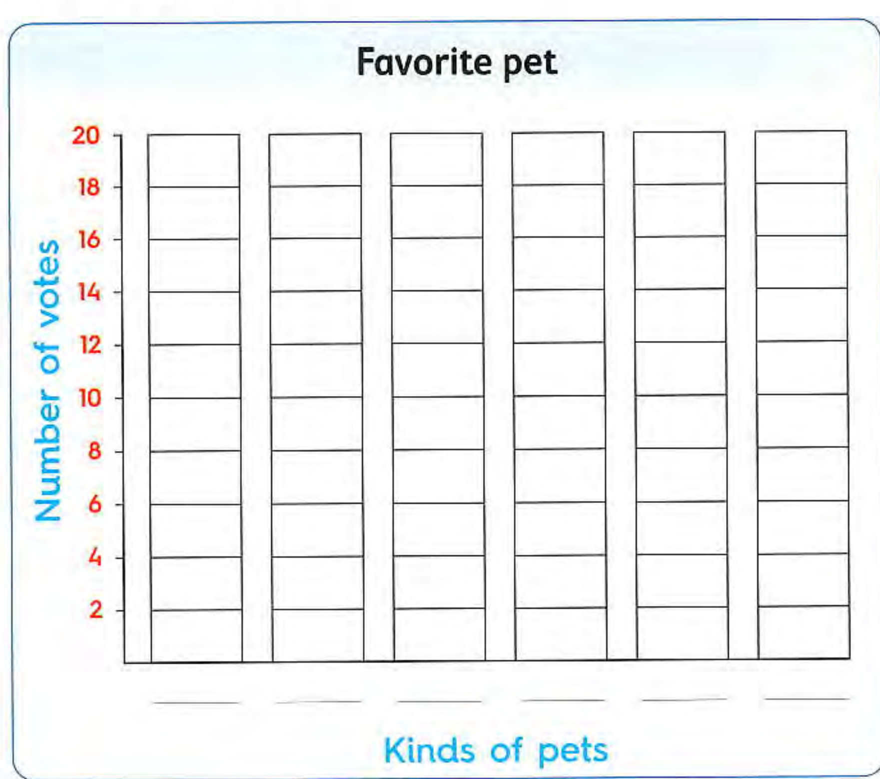
f. How many more cookies did Sara eat than Mark ? ________

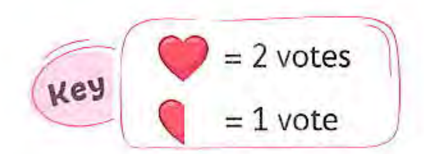
g. How many cookies did Sara, Tamer and Mark eat in all ? ________

6 **Convert the same information from the pictograph into a bar graph, then answer the questions.**



Favorite pet	
Fish	♥♥♥♥♥♥♥ (half heart)
Cats	♥♥♥♥♥♥♥♥
Dogs	♥♥♥♥♥♥♥♥♥
Turtles	♥♥ (half heart)
Birds	♥♥♥♥♥♥ (half heart)
Hamsters	♥







1. Use the bar graph to complete using > , = or <.

a. Number of students who liked cats ◯ Number of students who liked turtles

b. Number of students who liked fish ◯ Number of students who liked birds

c. Number of students who liked hamsters ◯ Number of students who liked dogs

d. Number of students who liked dogs ◯ Number of students who liked birds

e. Number of students who liked turtles ◯ Number of students who liked hamsters

f. Number of students who liked fish ◯ Number of students who liked cats

2. Use the bar graph to answer the questions.

a. How many students liked cats ? ______

b. How many students liked turtles ? ______

c. How many students liked fish and hamsters ? ______

d. How many students liked dogs and birds ? ______

e. How many more students liked cats than fish ? ______

f. How many more students liked dogs than turtles ? ______

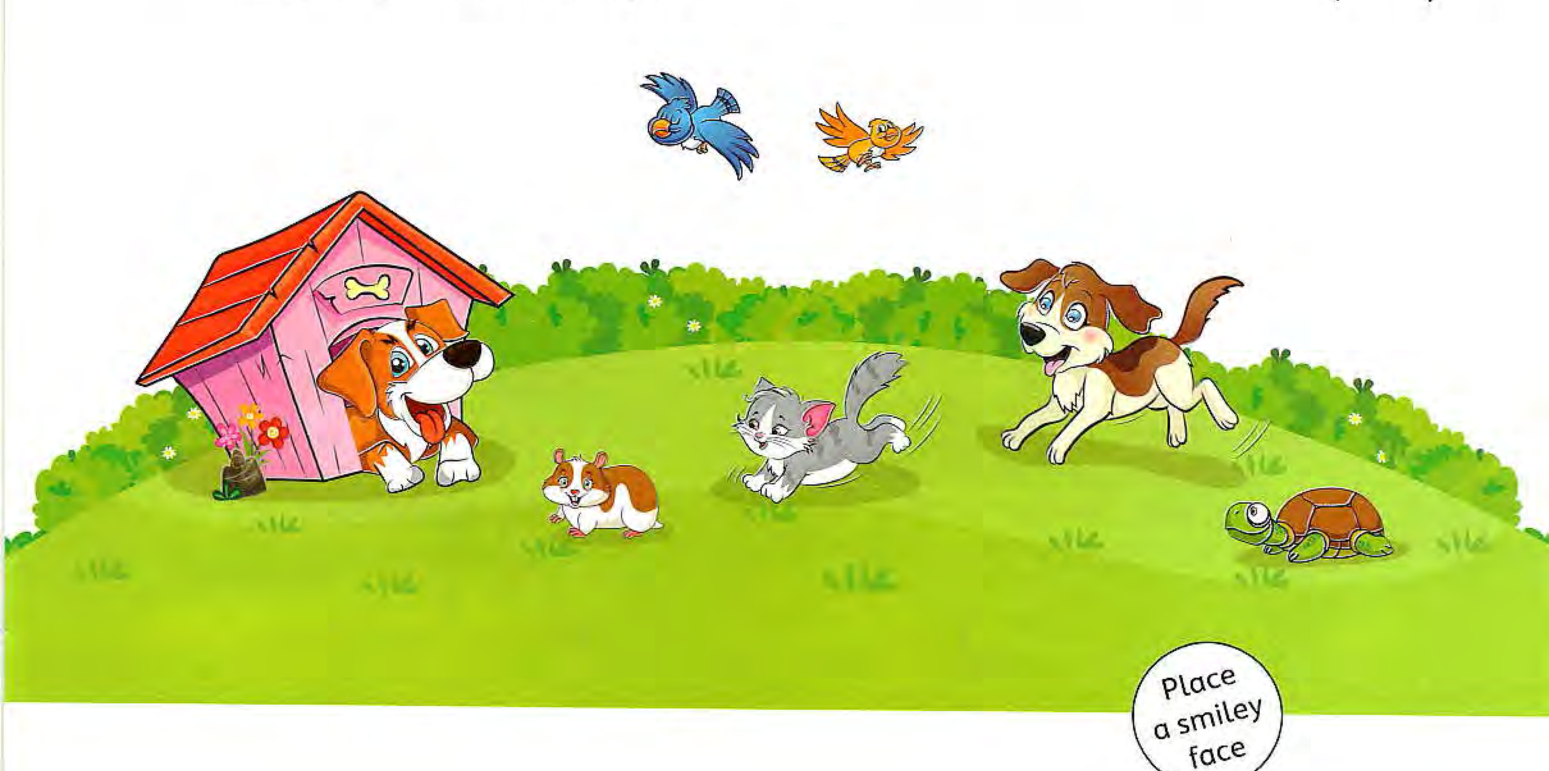
g. How many students liked turtles, birds and hamsters altogether ? ______

3. Use the bar graph to write (✓) to the correct statement or (✗) to the incorrect statement.

a. The number of students who liked dogs is 9. ( )

b. The number of students who liked cats and dogs altogether is 34. ( )

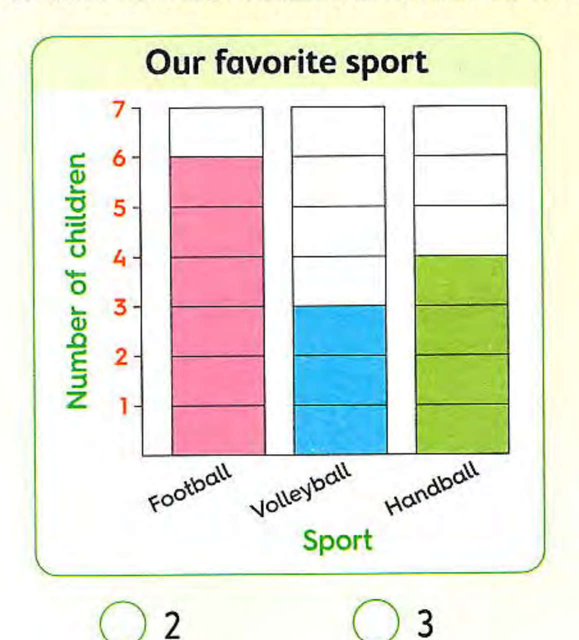
c. The number of students who liked fish is more than the number of students who liked birds by 1. ( )





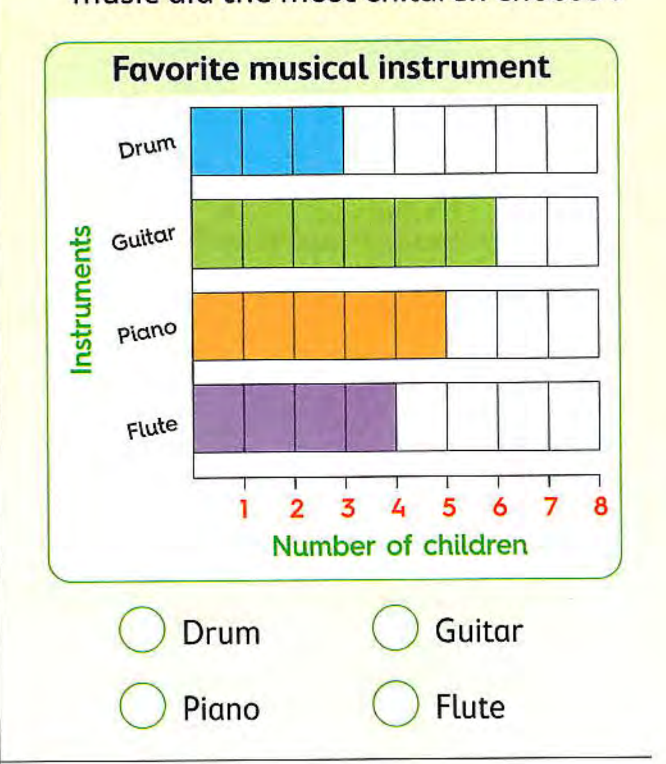
Assessment Chapter 1

1 Use the bar graph. How many more children chose football than handball ?



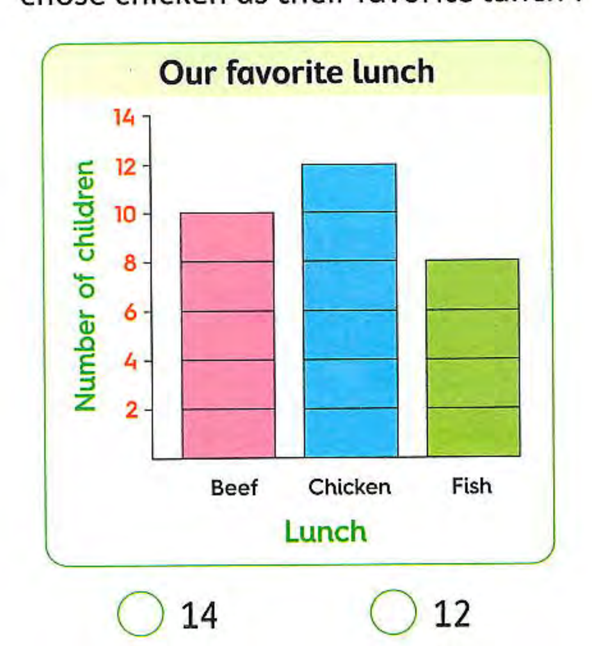
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 6

2 Use the graph. Which instrument of music did the most children choose ?



- ◯ Drum
- ◯ Guitar
- ◯ Piano
- ◯ Flute

3 Use the bar graph. How many children chose chicken as their favorite lunch ?



- ◯ 14
- ◯ 12
- ◯ 10
- ◯ 8

4 Use the pictograph. How many children like orange juice best ?

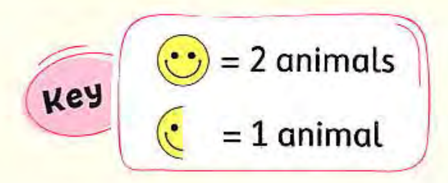
Favorite juice	
Apple	☺☺☺☺
Orange	☺☺☺☺◖
Mango	☺☺

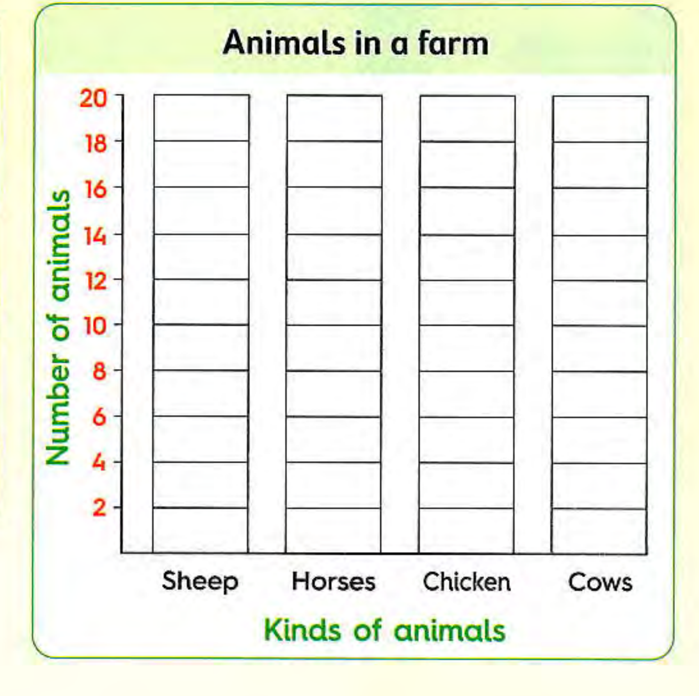
Key ☺ = 2 children

- ◯ 10
- ◯ 9
- ◯ 8
- ◯ 4

5 Use pictograph to color the bar graph.

Animals in a farm	
Sheep	☺☺☺☺☺☺☺☺☺◖
Horses	☺☺☺
Chicken	☺☺☺☺☺☺☺☺☺☺
Cows	☺☺☺☺◖





1. From the graphs , write > , = or <.

a. Number of sheep in the farm ◯ Number of chicken in the farm

b. Number of cows in the farm ◯ Number of horses in the farm

c. Number of chicken in the farm ◯ Number of cows in the farm

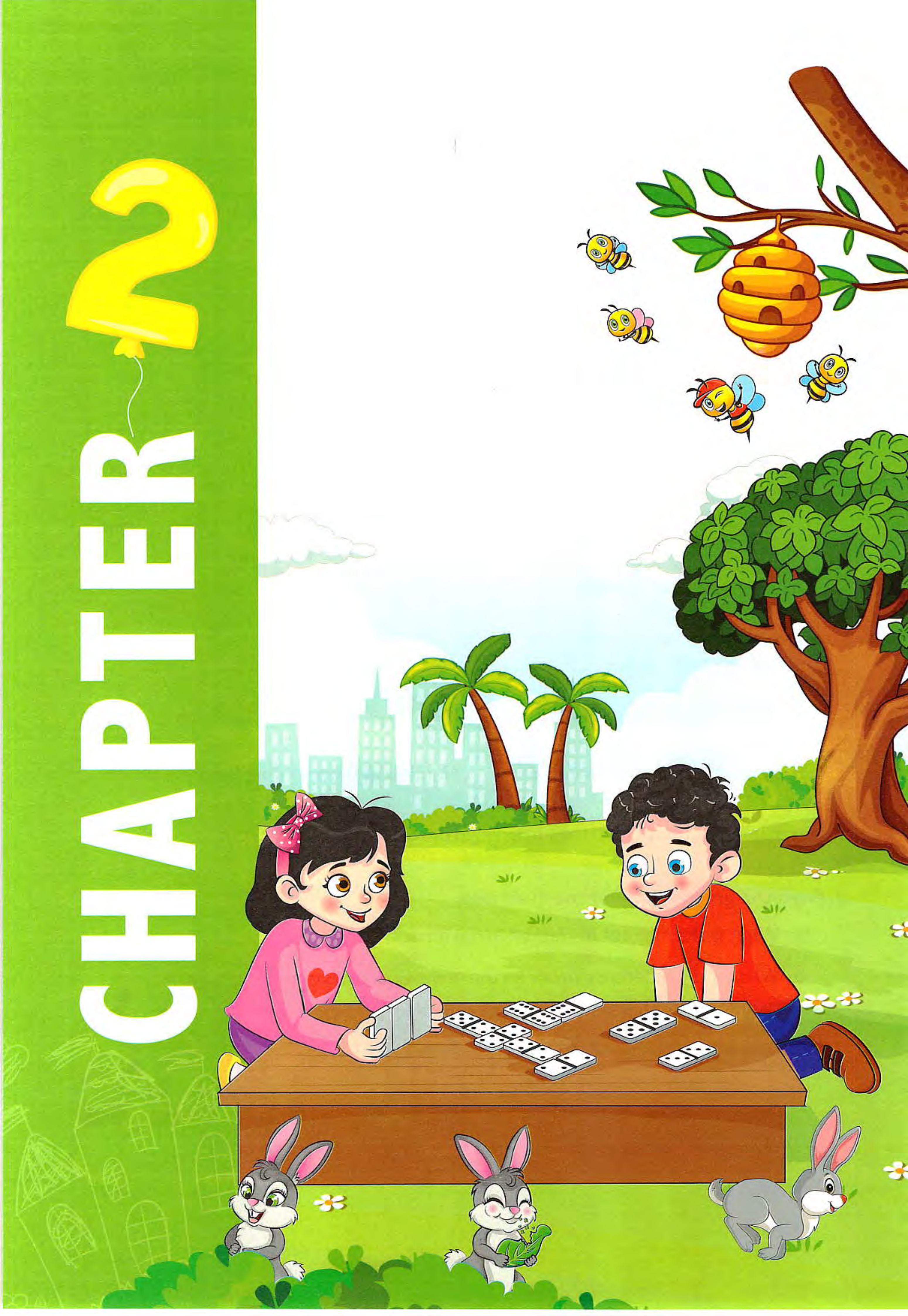
2. From the graphs , answer the questions.

a. What is the number of chicken in the farm ? ________

b. What is the difference between the number of cows and the number of horses in the farm ? ________

c. How many sheep and chicken in the farm ? ________




CHAPTER
2

Outcomes of chapter two :

At the end of chapter two, your child will be able to:

▶ **Lessons 1 & 2**

- Participate in calendar math activities.
- Apply the mental math strategy of adding doubles.
- Apply the mental math strategy of counting on from the bigger number to add.
- Apply the mental math strategy of counting on from the smaller number to subtract.
- Solve addition and subtraction problems.

▶ **Lessons 3 & 4**

- Participate in calendar math activities.
- Solve addition and subtraction problems.
- Apply the mental math strategy of adding or subtracting 10.
- Apply the mental math strategy of making tens to add or subtract.

▶ **Lessons 5 & 6**

- Participate in calendar math activities.
- Apply mental math strategies to solve addition story problems.
- Apply mental math strategies to solve subtraction story problems.

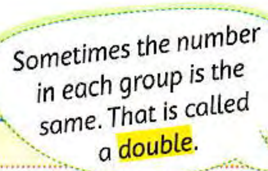
▶ **Lessons 7 to 10**

- Participate in calendar math activities.
- Solve addition problems to find a missing addend.
- Apply mental math strategies to solve addition problems.
- Solve subtraction problems to find a missing subtrahend.
- Apply mental math strategies to solve subtraction problems.
- Solve problems to find a missing addend or subtrahend.
- Apply mental math strategies to add 1-digit number to 2-digit number.

Lessons **1 & 2**

• Adding doubles
• Adding and subtracting by counting

Learn 1 Adding doubles





1 eye + 1 eye = 2 eyes

6 crayons + 6 crayons = 12 crayons



2 legs + 2 legs = 4 legs

MAY

Mo	Tu	We	Th	Fr	Sa	Su
~~1~~	~~2~~	~~3~~	~~4~~	~~5~~	~~6~~	~~7~~
~~8~~	~~9~~	~~10~~	~~11~~	~~12~~	~~13~~	~~14~~
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

7 days + 7 days = 14 days

3 flowers + 3 flowers = 6 flowers



8 pieces + 8 pieces = 16 pieces



4 legs + 4 legs = 8 legs

9 books + 9 books = 18 books



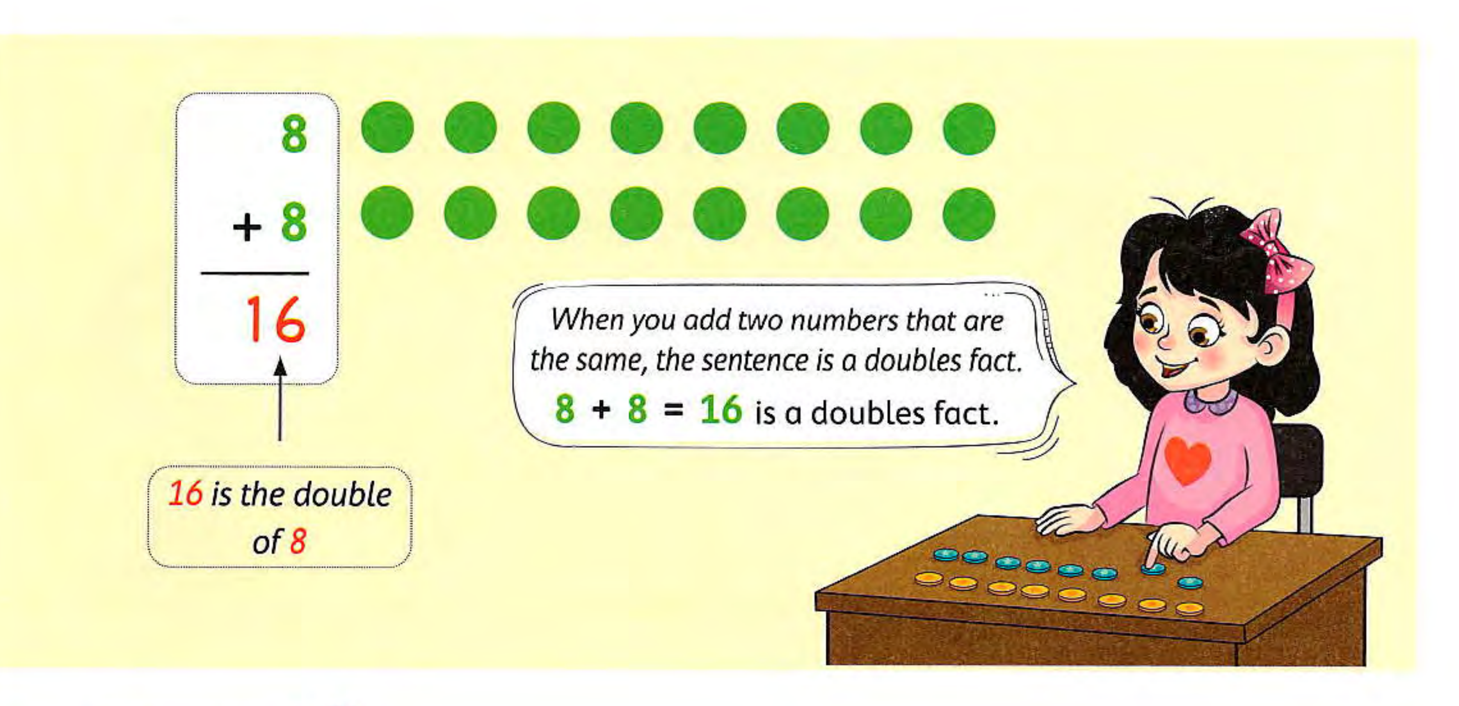
5 fingers + 5 fingers = 10 fingers



10 eggs + 10 eggs = 20 eggs

Notes for parents

• Say a number from 1 to 10, then ask your child to tell you its double.



Check

Add. Write the sums.

2 + 2 = ___	10 + 10 = ___	7 + 7 = ___	4 + 4 = ___

3 + 3 = ______

5 + 5 = ______

9 + 9 = ______

1 + 1 = ______

8 + 8 = ______

6 + 6 = ______

- Ask your child to give you one example of a doubles fact (3 + 3 = 6) and one example of an addition sentence that is not a doubles fact (3 + 5 = 8).

Learn 2 Adding doubles plus one

$$\begin{array}{r} 5 \\ +\ 5 \\ \hline 10 \end{array} \qquad \begin{array}{r} 5 \\ +\ 6 \\ \hline 11 \end{array}$$

5 + 5 = 10 is a doubles fact.

5 + 6 = 11 is a doubles plus one fact.



Check 

Write the sums.

6 + 6 = ___	6 + 7 = ___	3 + 3 = ___	3 + 4 = ___	8 + 8 = ___	8 + 9 = ___
2 + 2 = ___	3 + 2 = ___	9 + 9 = ___	10 + 9 = ___	4 + 4 = ___	5 + 4 = ___
5 + 5 = ___	6 + 5 = ___	7 + 7 = ___	7 + 8 = ___	0 + 0 = ___	0 + 1 = ___

Notes for parents

- Have your child tell you the doubles facts and the doubles plus one facts for 3 as 3 + 3 = 6 , so 3 + 4 = 7
- Your child can think 3 + 4 as (3 + 3 = 6 plus 1 = 7) or (4 + 4 = 8 minus 1 = 7).

Learn 3 Counting on to add

Count on to find the sum. Start with the greater number to make counting easier.

What is 8 + 2 ?

Say 8
Count on 2 more.
9,10
The sum is 10

8
+ 2
10

What is 4 + 12 ?

Say 12
Count on 4 more.
13,14,15,16
The sum is 16

4
+ 12
16



Check



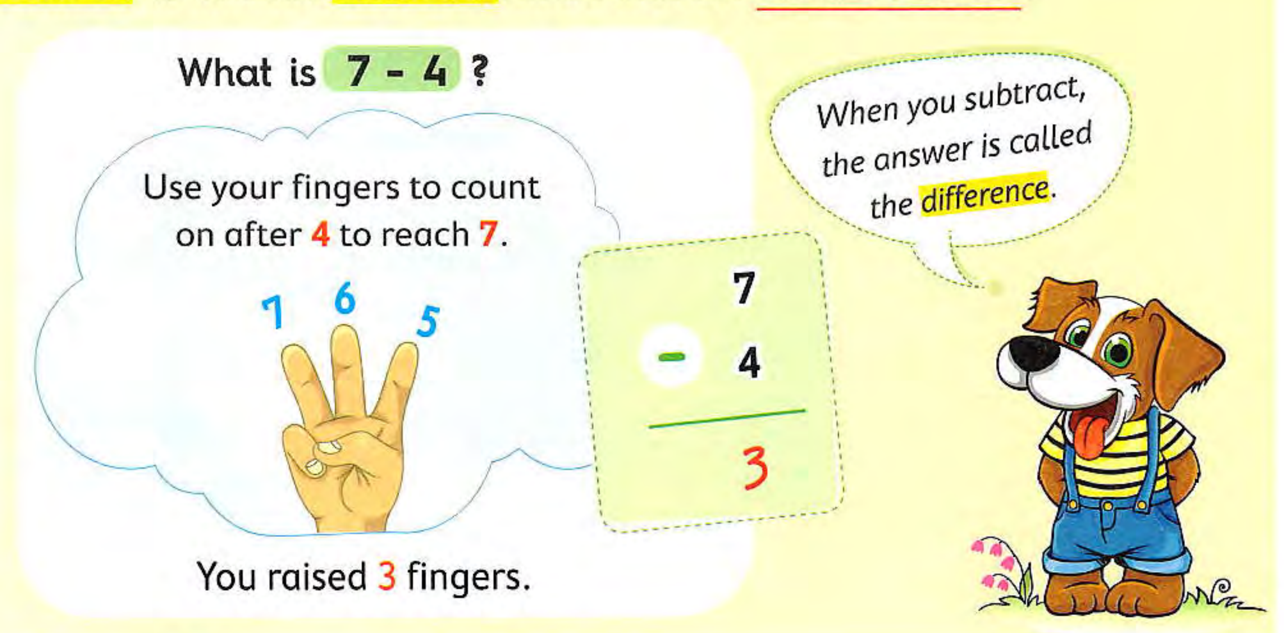
Circle the greater number. Count on to find the sum.

6 + 2 = 8	5 + 8 = ___	9 + 3 = ___	4 + 7 = ___
5 + 2 = ___	8 + 9 = ___	12 + 7 = ___	9 + 10 = ___
6 + 7 = ___	9 + 4 = ___	7 + 8 = ___	9 + 5 = ___

• When you count on to find the sum, your child can start with the smaller number, but it is easier to start with the greater one.

Learn 4 Counting on to subtract

Count on to find the difference. Start with the smaller number.



Check

Circle the smaller number. Count on to find the difference.



9 − 5 = 4	12 − 7 = ___	8 − 2 = ___	10 − 5 = ___
13 − 4 = ___	15 − 9 = ___	16 − 8 = ___	22 − 12 = ___
14 − 6 = ___	10 − 3 = ___	11 − 8 = ___	9 − 2 = ___

• Your child also can count back to find the difference 7 – 4.
Start with the greater number 7 and count 4 backwards (6 , 5 , 4 , 3), the answer is 3.

Exercise 5

On Lessons 1 & 2

- Adding doubles
- Adding and subtracting by counting

1 Use the doubles fact to find the answer.

a. 3 + 3 = ____	b. 7 + 7 = ____
c. 4 + 4 = ____	d. 5 + 5 = ____
e. 10 + 10 = ____	f. 1 + 1 = ____
g. 8 + 8 = ____	h. 2 + 2 = ____
i. 9 + 9 = ____	j. 6 + 6 = ____



2 Use doubles plus one strategy to find the answer.

a. 5 + 5 = ____ so, 5 + 6 = ____	b. 4 + 4 = ____ so, 4 + 5 = ____	c. 7 + 7 = ____ so, 8 + 7 = ____
d. 9 + 9 = ____ so, 9 + 10 = ____	e. 6 + 6 = ____ so, 7 + 6 = ____	f. 8 + 8 = ____ so, 9 + 8 = ____
g. 2 + 2 = ____ so, 2 + 3 = ____	h. 3 + 3 = ____ so, 3 + 4 = ____	i. 10 + 10 = ____ so, 11 + 10 = ____

3 Count on to add each of the following.

a. 7 + 2 = ____	b. 8 + 4 = ____	c. 11 + 5 = ____
d. 14 + 7 = ____	e. 12 + 5 = ____	f. 7 + 7 = ____
g. 5 + 8 = ____	h. 9 + 10 = ____	i. 4 + 7 = ____
j. 13 + 2 = ____	k. 15 + 4 = ____	l. 9 + 7 = ____
m. 7 + 3 = ____	n. 9 + 6 = ____	o. 8 + 3 = ____



4 Count on to subtract each of the following.

a. 9 − 3 = ____	b. 15 − 6 = ____	c. 14 − 7 = ____
d. 10 − 2 = ____	e. 13 − 5 = ____	f. 16 − 9 = ____
g. 18 − 5 = ____	h. 16 − 7 = ____	i. 18 − 2 = ____
j. 11 − 7 = ____	k. 17 − 9 = ____	l. 15 − 1 = ____

5 Put (✓) to the correct statement or (✗) to the incorrect statement.

a. 5 + 5 = 10	( )	b. 7 + 6 = 14	( )
c. 5 + 13 = 17	( )	d. 9 + 9 = 18	( )
e. 4 + 7 = 11	( )	f. 17 − 5 = 12	( )
g. 14 − 7 = 6	( )	h. 10 + 10 = 20	( )

6 Choose the correct answer.

a. 7 + 7 = ____	(9 or 14 or 15)
b. 8 + 9 = ____	(17 or 18 or 19)
c. 5 + 9 = ____	(4 or 14 or 15)
d. 9 + ____ = 18	(9 or 10 or 18)
e. 19 − 2 = ____	(15 or 17 or 18)
f. 5 + ____ = 10	(4 or 5 or 7)
g. 12 − 4 = ____	(5 or 6 or 8)

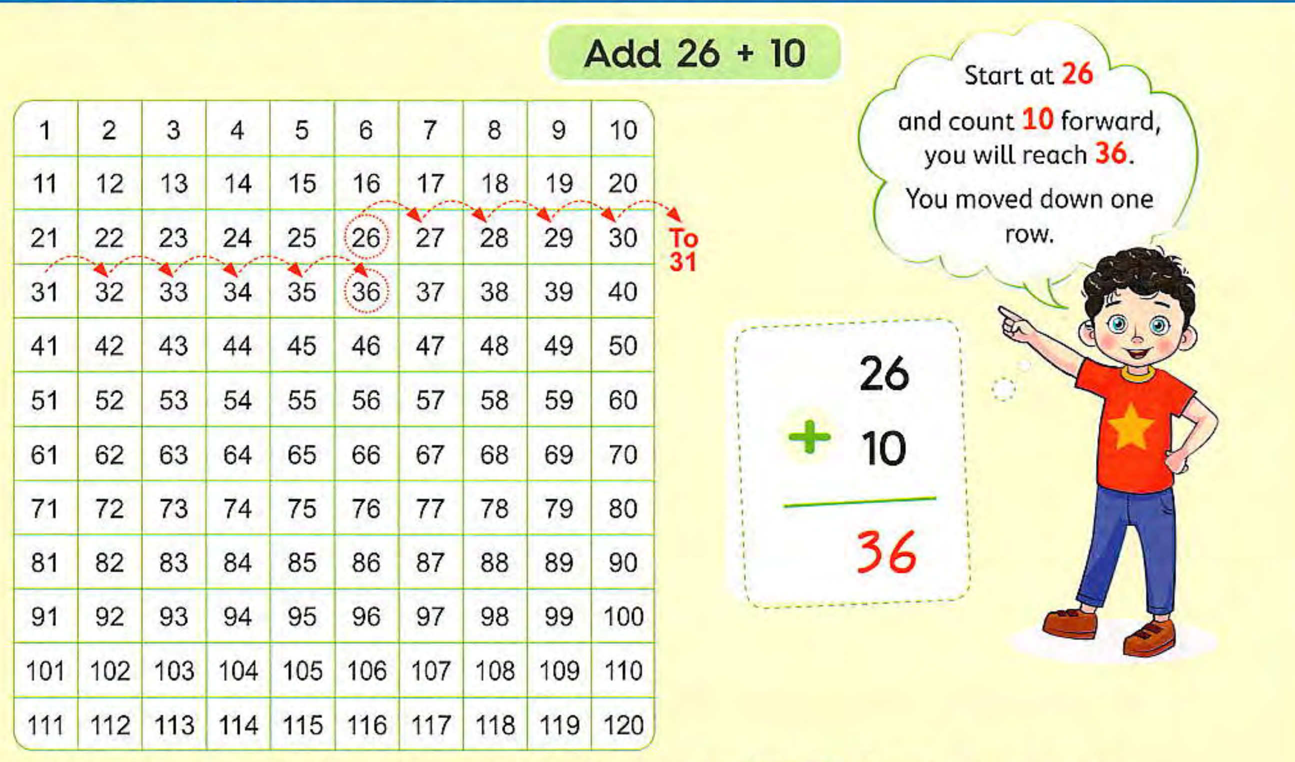




Lessons 3 & 4

- **Adding or subtracting the number 10**
- **Adding and subtracting by making tens**

Learn 1 Adding the number 10



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

- From the previous, notice that when you add 10, the digit in ones place doesn't change, and the digit in tens place increases by 1.

For example:

$$\begin{array}{r} 38 \\ + \ 10 \\ \hline 48 \end{array} \qquad \begin{array}{r} 25 \\ + \ 10 \\ \hline 35 \end{array} \qquad \begin{array}{r} 20 \\ + \ 10 \\ \hline 30 \end{array}$$

Check 

Add.

$$\begin{array}{r} 27 \\ + \ 10 \\ \hline __ \end{array} \qquad \begin{array}{r} 29 \\ + \ 10 \\ \hline __ \end{array} \qquad \begin{array}{r} 10 \\ + \ 44 \\ \hline __ \end{array} \qquad \begin{array}{r} 6 \\ + \ 10 \\ \hline __ \end{array}$$

10 + 15 = ____

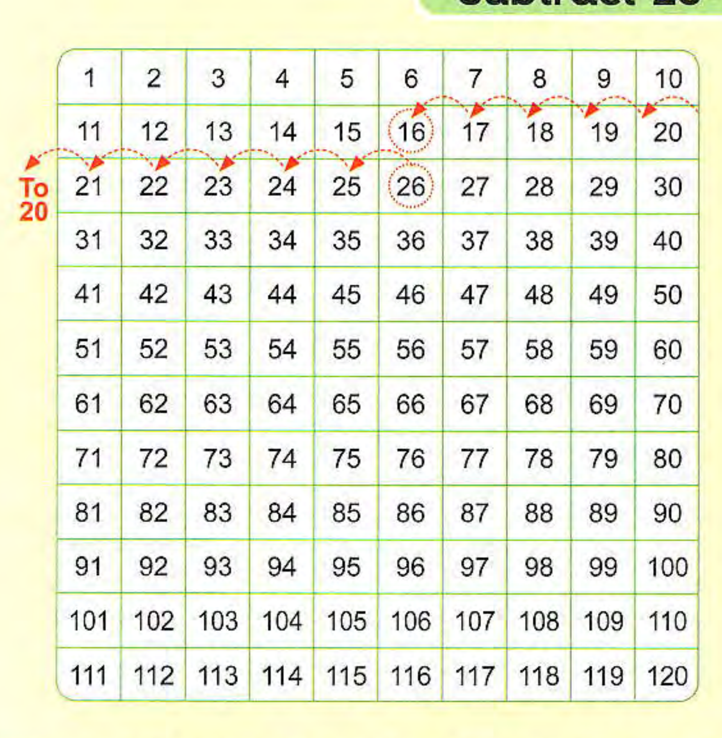
23 + 10 = ____

Notes for parents

- Help your child use the numbers chart to solve the addition problems in this page.

Learn 2 Subtracting the number 10

Subtract 26 - 10



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



- From the previous, notice that when you **subtract 10**, the digit in ones place doesn't change, and the digit in tens place decreases by 1.

For example:

$$\begin{array}{r} 25 \\ -\ 10 \\ \hline 15 \end{array} \qquad \begin{array}{r} 49 \\ -\ 10 \\ \hline 39 \end{array} \qquad \begin{array}{r} 16 \\ -\ 10 \\ \hline 6 \end{array}$$

Check 

Subtract.

$$\begin{array}{r} 23 \\ -\ 10 \\ \hline ___ \end{array} \qquad \begin{array}{r} 77 \\ -\ 10 \\ \hline ___ \end{array} \qquad \begin{array}{r} 58 \\ -\ 10 \\ \hline ___ \end{array} \qquad \begin{array}{r} 82 \\ -\ 10 \\ \hline ___ \end{array}$$

43 − 10 = ____

10 − 10 = ____

Notes for parents

- Help your child use the numbers chart to solve the subtraction problems in this page.

Remember the components of 10

10 + 0 = 10

9 + 1 = 10

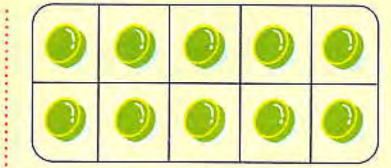
8 + 2 = 10

7 + 3 = 10

6 + 4 = 10



5 + 5 = 10



0 + 10 = 10

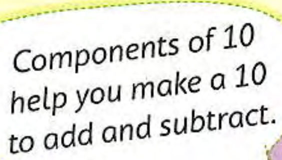
1 + 9 = 10

2 + 8 = 10

3 + 7 = 10



4 + 6 = 10





Check 

Find all ways to make a 10.

- 7 + ___ = 10
- ___ + 2 = 10
- ___ + 1 = 10
- 4 + ___ = 10
- ___ + 3 = 10
- 8 + ___ = 10
- 5 + ___ = 10
- ___ + 6 = 10
- 9 + ___ = 10

• Tell your child a number from 0 to 10 and ask him/her to tell another number to make a 10.

Learn 3 Make a 10 to add



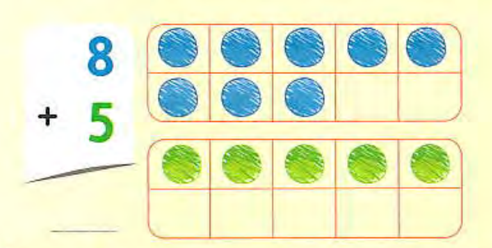
You make a 10 and have 3 extra.

Find the sum of 8 + 5

First way

Show 8.

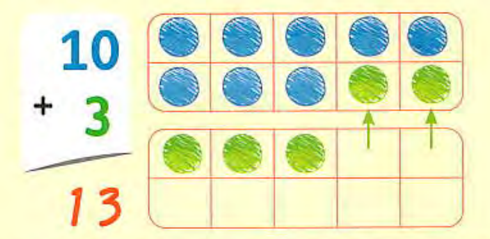
Then show 5.



Make a ten.

8 is close to 10

Move 2 counters into the ten frame.



Second way

8 + 5

2 — Make a 10

3 — Add the rest

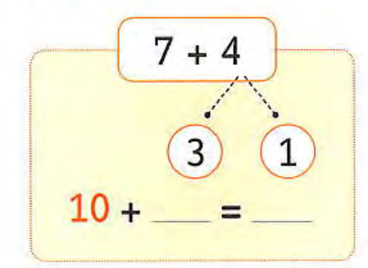
Break apart the 5. Use 2 to make a ten.

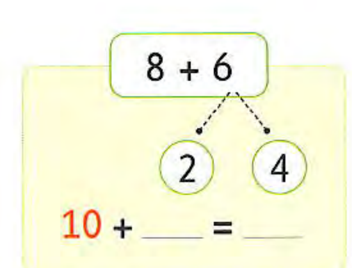
8 + (2) = 10 and 10 + (3) = 13

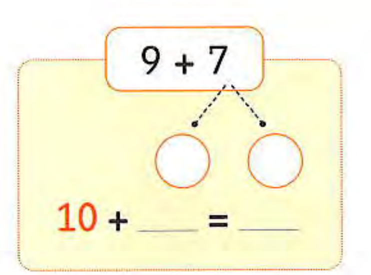
So, 8 + 5 = 13

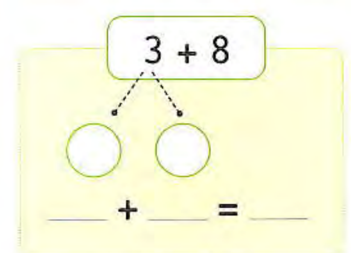
Check

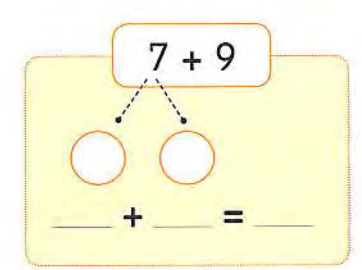
Make a ten to add.

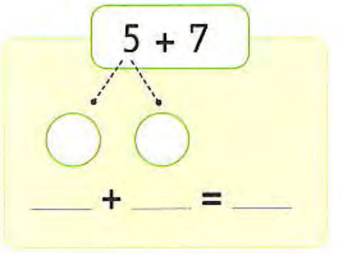














Notes for parents

- Ask your child how to make a ten when adding 7+4.

Learn 4 Make a 10 to subtract

Find the difference of 14 – 6



14 – 6

4 — Make a ten
2 — Subtract the rest

14 – (4) = 10 and 10 – (2) = 8

So, 14 – 6 = 8

Check 

Make a ten to subtract.

15 – 7 = ____
(5) (2)
10 – ____ = ____

17 – 8 = ____
(7) (1)
10 – ____ = ____

18 – 9 = ____
(8) (1)
10 – ____ = ____

11 – 5 = ____
(1) (4)
10 – ____ = ____

12 – 5 = ____
( ) ( )
10 – ____ = ____

14 – 9 = ____
( ) ( )
10 – ____ = ____

16 – 9 = ____
( ) ( )
10 – ____ = ____

13 – 5 = ____
( ) ( )
10 – ____ = ____

15 – 8 = ____
( ) ( )
10 – ____ = ____

- Make a 10 to subtract, this way is used when the units digit of the first number is less than the units digit in the second one.

Exercise 6

On Lessons 3 & 4

- Adding or subtracting the number 10
- Adding and subtracting by making tens

1 Add.

a. 35 + 10 = ___	b. 42 + 10 = ___	c. 75 + 10 = ___
d. 84 + 10 = ___	e. 21 + 10 = ___	f. 19 + 10 = ___
g. 37 + 10 = ___	h. 50 + 10 = ___	i. 67 + 10 = ___
j. 17 + 10 = ___	k. 39 + 10 = ___	l. 71 + 10 = ___
m. 29 + 10 = ___	n. 80 + 10 = ___	o. 47 + 10 = ___
p. 63 + 10 = ___	q. 76 + 10 = ___	r. 22 + 10 = ___

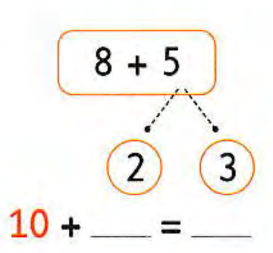
2 Subtract.

a. 78 − 10 = ___	b. 24 − 10 = ___	c. 38 − 10 = ___
d. 99 − 10 = ___	e. 71 − 10 = ___	f. 87 − 10 = ___
g. 17 − 10 = ___	h. 49 − 10 = ___	i. 51 − 10 = ___
j. 19 − 10 = ___	k. 37 − 10 = ___	l. 45 − 10 = ___
m. 91 − 10 = ___	n. 62 − 10 = ___	o. 23 − 10 = ___
p. 26 − 10 = ___	q. 54 − 10 = ___	r. 81 − 10 = ___

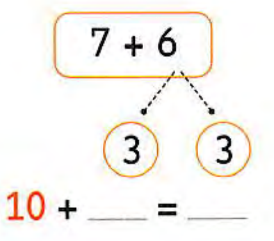
3 Complete.

a. 4 + ___ = 10	b. 7 + ___ = 10	c. 1 + ___ = 10
d. 5 + ___ = 10	e. 2 + ___ = 10	f. 6 + ___ = 10
g. 8 + ___ = 10	h. 9 + ___ = 10	i. ___ + 3 = 10

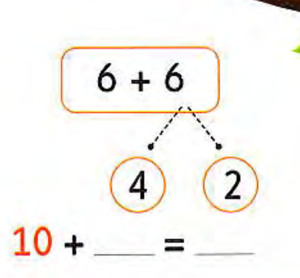
4 Make a ten to add.

a.


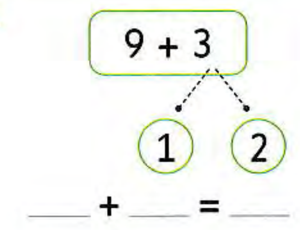
10 + ___ = ___

b.


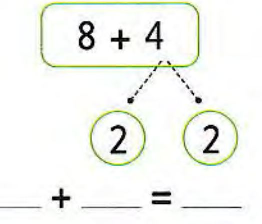
10 + ___ = ___

c.


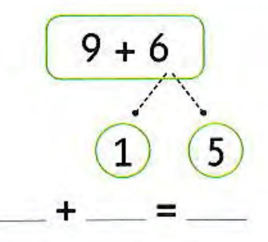
10 + ___ = ___

d.


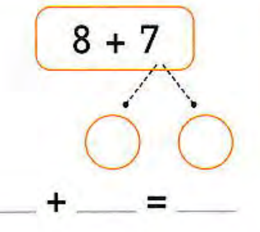
___ + ___ = ___

e.


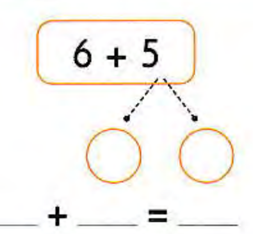
___ + ___ = ___

f.


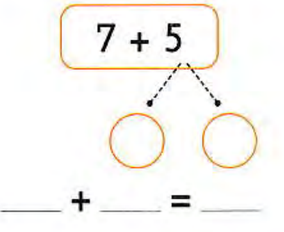
___ + ___ = ___

g.


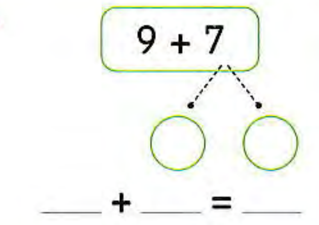
___ + ___ = ___

h.


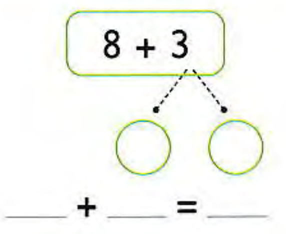
___ + ___ = ___

i.


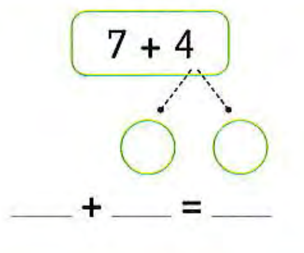
___ + ___ = ___

j.


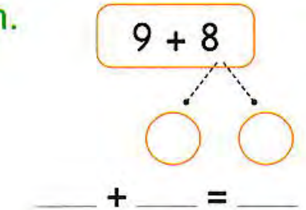
___ + ___ = ___

k.


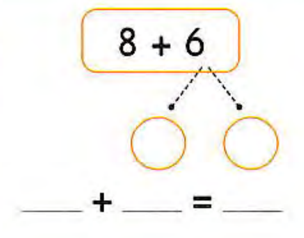
___ + ___ = ___

l.


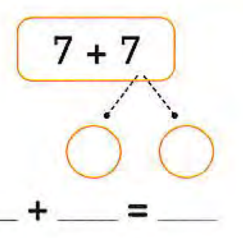
___ + ___ = ___

m.


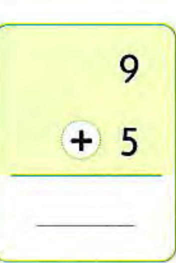
___ + ___ = ___

n.


___ + ___ = ___

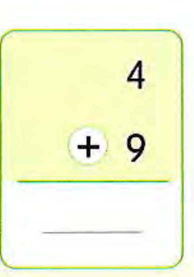
o.


___ + ___ = ___

p.


q.

8
+ 4
___

r.


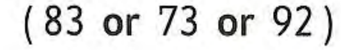
5 Make a ten to subtract.

a. 12 − 5 = ____
b. 17 − 8 = ____
c. 15 − 7 = ____
d. 13 − 7 = ____
e. 14 − 5 = ____
f. 16 − 7 = ____
g. 17 − 9 = ____
h. 18 − 9 = ____
i. 12 − 7 = ____
j. 15 − 9 = ____
k. 16 − 8 = ____
l. 14 − 8 = ____
m. 13 − 8 = ____
n. 11 − 7 = ____
o. 13 − 4 = ____

p. 15 − 6 = ____
q. 17 − 8 = ____
r. 11 − 5 = ____
s. 12 − 8 = ____
t. 14 − 7 = ____

6 Choose the correct answer.

a. 8 + 5 = ____ (12 or 13 or 14)
b. 24 + 10 = ____ (14 or 24 or 34)
c. 35 − 10 = ____ (34 or 24 or 25)
d. 18 − 9 = ____ (7 or 8 or 9)
e. 93 − 10 = ____ (83 or 73 or 92)



f. 7 + 8 = ____ (10 or 15 or 20)
g. 22 + 10 = ____ (32 or 23 or 33)
h. 9 + 6 = ____ (10 or 15 or 16)
i. 77 − 10 = ____ (66 or 76 or 67)
j. 23 + 10 = ____ (33 or 24 or 34)



Place a smiley face

Lessons 5 & 6

• Story problems on adding
• Story problems on subtracting

Learn 1 Story problems on adding

Bassem saw 7 bees on Saturday.





He saw 6 bees on Sunday.

How many bees did he see in all the two days ?



Understand

- **What do you want to find out ?**
  Circle the questions.





Plan

- **What facts do you need ?**
  Underline them.



- Understand
- Plan
- Solve
- Check your answer



Solve

- **You can use different ways to solve the problem** 7 + 6 = ?

Counting on

Say 7
Count on 6 more
8 ,9 ,10 ,11 ,12 ,13
The sum is 13

Use doubles plus one

$$\begin{array}{r} 6 \\ +\ 6 \\ \hline 12 \end{array} \qquad \begin{array}{r} 7 \\ +\ 6 \\ \hline 13 \end{array}$$

Make a 10 to add

7 + 6

3 3

7 + 3 = 10
10 + 3 = 13

Bassem saw 13 bees in all the two days.

Check



Ahmed has **8** blue pens and **9** black pens. **How many pens does Ahmed have ?**

Notes for parents

- In this lesson your child will use the strategies he/she has studied before to solve addition and subtraction word problems.
- Help your child understand, plan, solve and check the answer each time he/she answered the problem.

Learn 2 Story problems on subtracting

There are 11 birds on a tree.

5 of them flew away.



How many birds are left on the tree ?





Understand

- **What do you want to find out ?**

  Circle the questions.



Plan

- **What facts do you need ?**

  Underline them.

- Understand
- Plan
- Solve
- Check your answer



Solve

- **You can use different ways to solve the problem** 11 – 5 = ?

Counting on

Use your fingers to count on after 5 to reach 11.

11 – 5 = 6

Make a ten to subtract

11 – 5

1 4

11 – 1 = 10 and 10 – 4 = 6

The number of birds left on the tree is 6 birds.

Check



Mostafa has **11** pounds, he bought a bottle of water by **3** pounds.

How much money is left with Mostafa ?

Notes for parents

- Make sure that your child understand the problem. Talk with him/her about the different ways of solving it.
- For each problem, ask your child to tell you how he/she decided whether to add or subtract.

Exercise 7

On Lessons 5 & 6

• Story problems on adding
• Story problems on subtracting

Understand

Plan

Solve

Check

1 Mariam has 8 books in Arabic and 4 books in English.

How many books does Mariam have ?

---

2 There are 7 green apples and 3 red apples in a basket.

How many apples are there in all ?

---

3 Ali has 7 marbles, his brother give him 6 marbles.

How many marbles does Ali have ?

---

4 There are 2 crayon boxes, in each box there are 6 crayons.

What is the number of crayons in the two boxes ?

5 Karem solved 9 math problems on Friday and 6 math problems on Saturday.

How many math problems did Karem solve ?

____

____

____

6 Ali caught 9 fish and Mina caught 8 fish.

Find the number of fish with both.

____

____

____

7 Mohamed and Paula are in a volleyball team.
In the last match Mohamed scored 7 points and Paula scored 5 points.

What is the number of points that Mohamed and Paula scored ?

____

____

____

8 In a farm, there are 9 cows and 7 sheep.

How many cows and sheep are there in the farm ?

____

____

____

9 There are 5 birds on a tree and there are 6 birds above the tree.

How many birds are there in all ?

---

10 There are 2 vases. In each vase there are 7 flowers.

What is the number of flowers in all ?

---

11 Tamer had 8 pens. He gave 6 pens to Jana.

How many pens does Tamer have now ?

---

12 There are 12 cars in the park, if 9 cars go away.

How many cars are there in the car park now ?

13 Khadega bought 15 candies, she gave 6 candies to her brother.

How many candies does Khadega have now ?

____

____

____

14 Farida had 11 oranges, she ate 7 of them.

How many oranges are remained with Farida ?

____

____

____

15 There are 12 people in a bus, if 7 of them get off the bus.

How many people are remained in the bus ?

____

____

____

16 Ahmed had 15 books, he gave his brother Amgd 10 books.

How many books does Ahmed have now ?

____

____

____

17 Mariam had 17 pounds. She bought a toy for 8 pounds.

How much money is left with her ?

____

____

____

18 Khaled had a book of 18 pages. He read 5 pages.

How many pages are remaind ?

____

____

____

19 There are 16 children in a bus. 7 of them are girls.

How many boys are there in the bus ?

____

____

____

20 There are 15 birds on a tree, 7 of them flew away.

How many birds are left on the tree ?

____

____

____

Place a smiley face

Lessons 7 to 10

- Mental applications on adding
- Mental applications on subtracting
- Mental applications on adding and subtracting
- Adding using the 120 chart

Learn 1 Mental applications on adding "Finding a missing addend"

Sameh had 12 books.

His teacher gave him some extra books.

Sameh has now 19 books.

How many books did his teacher give him ?



Addition problem solving using counting on strategy

Write a number sentence.

12 + ? = 19

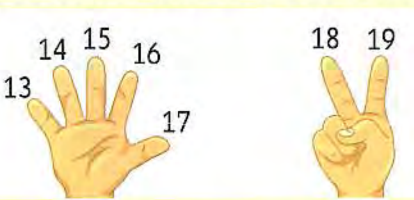
- 12: What Sameh had
- ?: What his teacher gave him
- 19: The sum

Addends are the numbers you add together in addition problem.

9 + 3 = 12

addend addend sum

Count on after 12 to reach 19.



You can use the 120 chart to add the two numbers.



- You raised 7 fingers. **So,** 12 + 7 = 19
- His teacher gave him 7 books.

Check

Find the missing addend.

5 + ____ = 12	9 + ____ = 14	____ + 7 = 14
2 + ____ = 11	____ + 6 = 13	____ + 7 = 16

Notes for parents

- Help your child remember how to count on to solve addition problems.

Learn 2 Mental applications on subtracting "Finding a missing subtrahend"

17 birds were flying.

Some landed on a tree.

11 are still in the air.

How many birds did land on the tree ?



Subtraction problem solving using counting on strategy

Write a number sentence.

17 – ? = 11

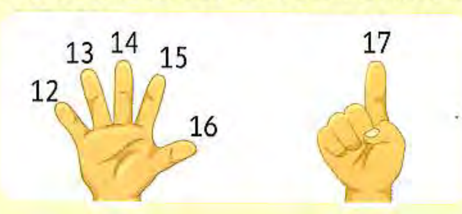
17	?	11
Number of birds were flying	Number of birds landed on the tree	Number of birds still in the air

Subtrahend is a number to be subtracted from another number.

9 – 3 = 6

3: subtrahend

Count on after 11 to reach 17.



You can use the 120 chart to subtract the two numbers.





- You raised 6 fingers. **So,** 17 – 6 = 11
- 6 birds landed on the tree.

Check

Find the missing subtrahend.

17 – ____ = 9	15 – ____ = 7	12 – ____ = 7
13 – ____ = 4	18 – ____ = 7	12 – ____ = 5

• Help your child how to count on to find a missing subtrahend in a subtraction problem.

Exercise 8

On Lessons 7 to 10

- Mental applications on adding
- Mental applications on subtracting
- Mental applications on adding and subtracting
- Adding using the 120 chart

1 Find the missing number.

a. ___ + 7 = 10	b. ___ + 5 = 9	c. 8 + ___ = 12
d. ___ + 4 = 11	e. 8 + ___ = 13	f. 8 + ___ = 17
g. ___ + 9 = 14	h. 15 − ___ = 8	i. 16 − ___ = 7
j. 11 − ___ = 5	k. 12 − ___ = 7	l. 18 − ___ = 12
m. 13 − ___ = 6	n. 9 + ___ = 19	o. 9 + ___ = 12
p. 15 − ___ = 6	q. 17 − ___ = 8	r. 12 − ___ = 9

s. 8 + ___ = 16

t. ___ + 5 = 14

u. 13 − ___ = 9

v. 17 − ___ = 9

w. 7 + ___ = 12

x. 14 − ___ = 7

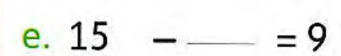
y. 15 + ___ = 18

z. 17 − ___ = 10

2 Circle the correct number.

a. 10 + ___ = 15	(3 or 5 or 8)
b. 13 − ___ = 5	(7 or 8 or 9)
c. 13 + ___ = 15	(3 or 12 or 2)
d. 7 + ___ = 14	(10 or 7 or 9)





e. 15 – ___ = 9 (6 or 7 or 8)

f. 18 – ___ = 10 (12 or 10 or 8)

g. ___ + 16 = 19 (2 or 3 or 4)

h. 12 – ___ = 2 (6 or 8 or 10)

i. ___ + 13 = 17 (4 or 14 or 3)

j. 10 – ___ = 5 (15 or 10 or 5)

k. ___ + 8 = 16 (8 or 9 or 10)

l. 13 – ___ = 7 (5 or 6 or 20)

m. 4 + ___ = 11 (2 or 15 or 7)

n. 15 + ___ = 19 (4 or 5 or 9)

o. 17 – ___ = 9 (2 or 8 or 9)







3 Match.

a. ___ + 7 = 11	8
b. 18 – ___ = 9	4
c. ___ + 5 = 12	10
d. 14 – ___ = 8	9
e. 13 – ___ = 3	6
f. 16 – ___ = 8	7



4 Answer the following.

a. 16 bees were flying. Some went into the hive.
6 bees were still in the air.

How many bees went into the hive ?

What number should I add to 6 to get 16 ?

____

____

b. There are 7 children playing football. Some children joined them.
The number of children became 12.

How many children did join them ?

____

____

c. Adam has 9 yellow fish. He added some red fish such that the total number of fish became 13.

Find the number of red fish.

____

____

d. A team scored 13 goals in the first round and scored some goals in the second round. The total goals in the two rounds are 19 goals.

How many goals did this team score in the second round ?

____

____

e. There are 12 dogs in a pet shop, 3 dogs are white and the rest are brown.

How many brown dogs are there ?



____

____

f. Ali has 6 pens. He bought some extra pens. The number of pens with Ali became 14.

How many pens did Ali buy ?



g. There were 20 boys on the field. Some of them were left. 11 boys were still on the field.

How many boys were left ?



h. Maged has 12 apples. He gave some of them to his sister and the left is 7 apples.

How many apples did he give to his sister ?



i. There are 14 carrots. Bunnies ate some of them and 7 carrots are left.

How many carrots did the bunnies eat ?



j. Bassem had 15 pounds and he bought a pen. 8 pounds is remained with him.

What is price of the pen ?







Assessment Chapter 2

1 Choose the correct answer.

a. 7 + 8 = ___ (16 or 15 or 12)

b. 34 – 10 = ___ (44 or 34 or 24)

c. 22 – 12 = ___ (8 or 34 or 10)

d. 53 + 10 = ___ (63 or 43 or 53)

e. 12 – ___ = 7 (7 or 5 or 2)

f. 6 + 6 = ___ (10 or 12 or 13)

2 Find the missing number.

a. 7 + ___ = 13

b. 15 – ___ = 9

c.

$$\begin{array}{r} 17 \\ - \underline{\quad} \\ \hline 9 \end{array}$$

d.

$$\begin{array}{r} \underline{\quad} \\ + \ 8 \\ \hline 18 \end{array}$$

3 Find the result.

a.

$$\begin{array}{r} 9 \\ + \ 5 \\ \hline \underline{\quad} \end{array}$$

b.

$$\begin{array}{r} 13 \\ - \ 5 \\ \hline \underline{\quad} \end{array}$$

c.

$$\begin{array}{r} 73 \\ - \ 10 \\ \hline \underline{\quad} \end{array}$$

d.

$$\begin{array}{r} 38 \\ + \ 10 \\ \hline \underline{\quad} \end{array}$$

4 There are 14 books on a desk and 6 books on a shelf.
How many books are there in all ?

____

____

5 Yahia has 12 toys, he gave some of them to Bassem. The left with him is 3 toys.
How many toys did Yahia give to Bassem ?

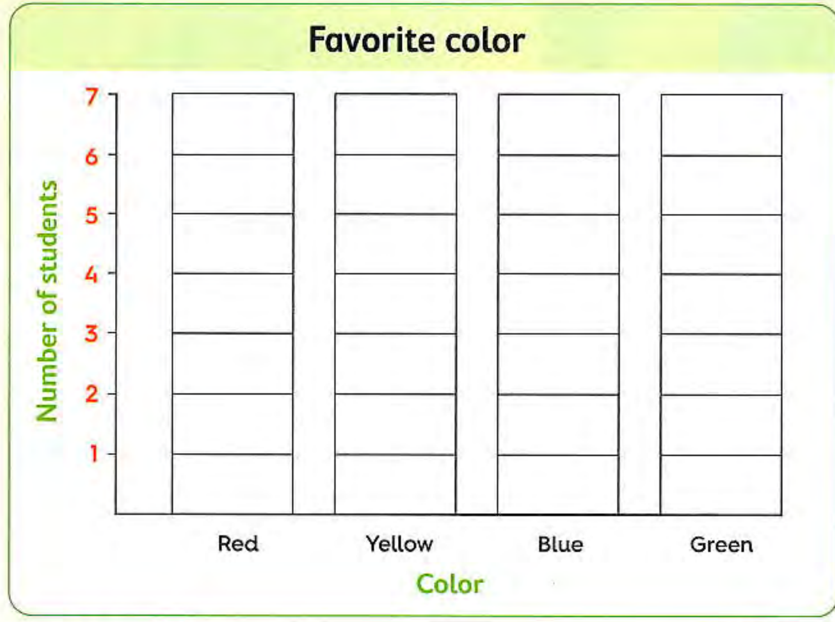
____

Accumulative Assessment

Till chapter 2

1 Use the table to color the bar graph.

Favorite color	
Color	**Number of students**
Red	7
Yellow	6
Blue	5
Green	6



a. How many students liked blue ? ______

b. How many students liked red and yellow ? ______

c. Which color is liked the most ? ______

d. How many more students liked red than blue ? ______



2 Choose the correct answer.

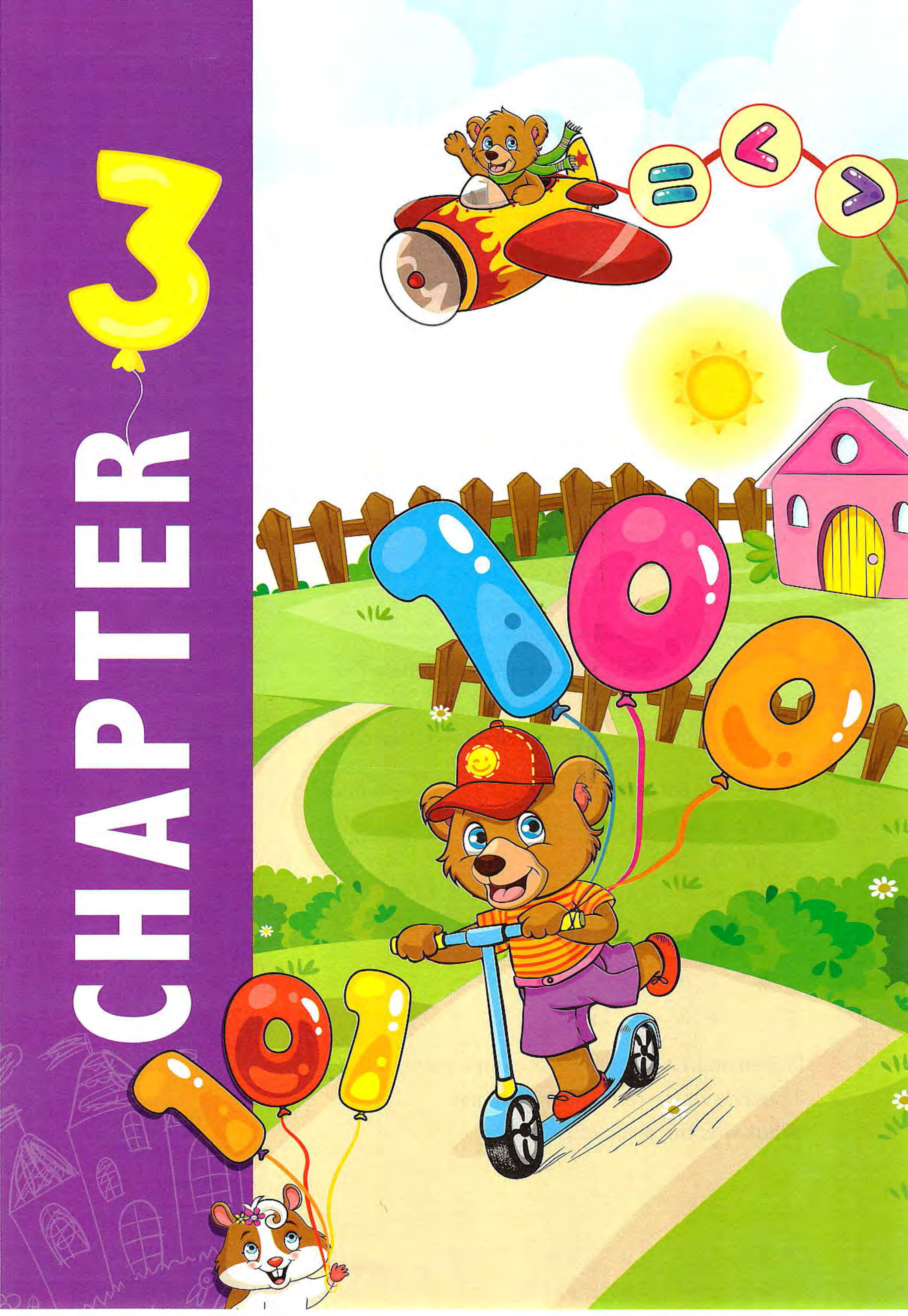
a.	7 + 5 ◯ 22 − 10	(> or < or =)
b.	78 + 10 = ____	(68 or 79 or 88)
c.	15 − 7 = ____	(17 or 8 or 10)
d.	11 − ____ = 7	(2 or 4 or 5)
e.	4 + ____ = 10	(4 or 5 or 6)
f.	8 + 9 = ____	(16 or 17 or 18)
g.	____ + 6 = 13	(7 or 8 or 9)

3 Mazen had 12 pounds. He bought a candy.
7 pounds where remainder with him.
What was the price of candy ?



____

____


CHAPTER 3

Outcomes of chapter three :

At the end of chapter three, your child will be able to:

▶ Lessons 1 & 2

- Participate in calendar math activities.
- Represent 3-digit numbers using concrete models.
- Read and write 3-digit numbers.
- Identify the place and value of each digit in a 3-digit number.

▶ Lessons 3 to 6

- Participate in calendar math activities.
- Read and write 3-digit numbers in standard form and in expanded form.
- Convert numbers in expanded form to standard form.
- Identify the place and value of each digit in a 3-digit number.
- Read and write numbers 1 to 9 and multiples of 10 through 90 in word form.
- Match the word form of numbers 11 to 19 to their standard form.

▶ Lessons 7 & 8

- Participate in calendar math activities.
- Use place value to compare two 3-digit numbers.
- Use place value to compare a 2-digit and a 3-digit number.
- Use the symbols >, = and < to express comparisons.

▶ Lessons 9 & 10

- Participate in calendar math activities.
- Compare and order numbers in expanded, word, and standard forms.
- Order a set of 5 numbers from least to greatest or from greatest to least.

Lessons 1 & 2

- 3-digit numbers
- More of 3-digit numbers

Learn 1 Understand hundreds

Tens	Ones
9 tens	9 ones

9 tens , 9 ones + 1 = 10 tens , 0 ones

99 is 9 groups of ten and 9 ones.

100 is 10 groups of ten.
100 is 1 hundred.

10 tens

10 tens can be grouped into 1 hundred.

100

Check 

Write how many hundreds. Write the number. The first one is done for you.

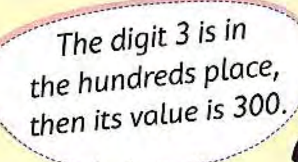
(2 hundred squares)	2 hundreds	200
(3 hundred squares)	____ hundreds	____
(4 hundred squares)	____ hundreds	____

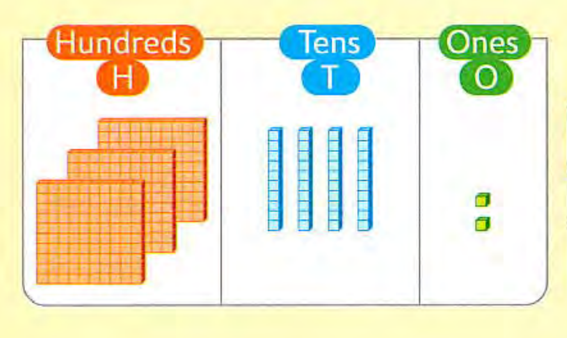
Notes for parents

- Ask your child to change 10 notes of 10 L.E. to show 1 note of 100 L.E.

Learn 2 Understand place value for 3-digit numbers

The place of a digit in a number tells its value.
What is the value of each digit in 342 ?





342

Hundreds H	Tens T	Ones O
3	4	2
300	40	2



Check

Write how many hundreds, tens and ones in the HTO chart. Then write the number. The first one is done for you.

①

H	T	O
1	3	7

137

②

H	T	O

______

③

H	T	O

______

④

H	T	O

______

- Write a 3-digit number. Point to a digit of it and ask your child to tell you its value.
- Help your child find a 3-digit number on a can,a jar or a package. Ask him/her to tell you how many hundreds, tens and ones are in the number and tell you the value of each digit.

Exercise 9

On Lessons 1 & 2

- **3-digit numbers**
- **More of 3-digit numbers**

1 Write how many hundreds. Write the number.

a.

___ hundreds | _____

b.

___ hundreds | _____

c.

___ hundreds | _____

d.

___ hundreds | _____

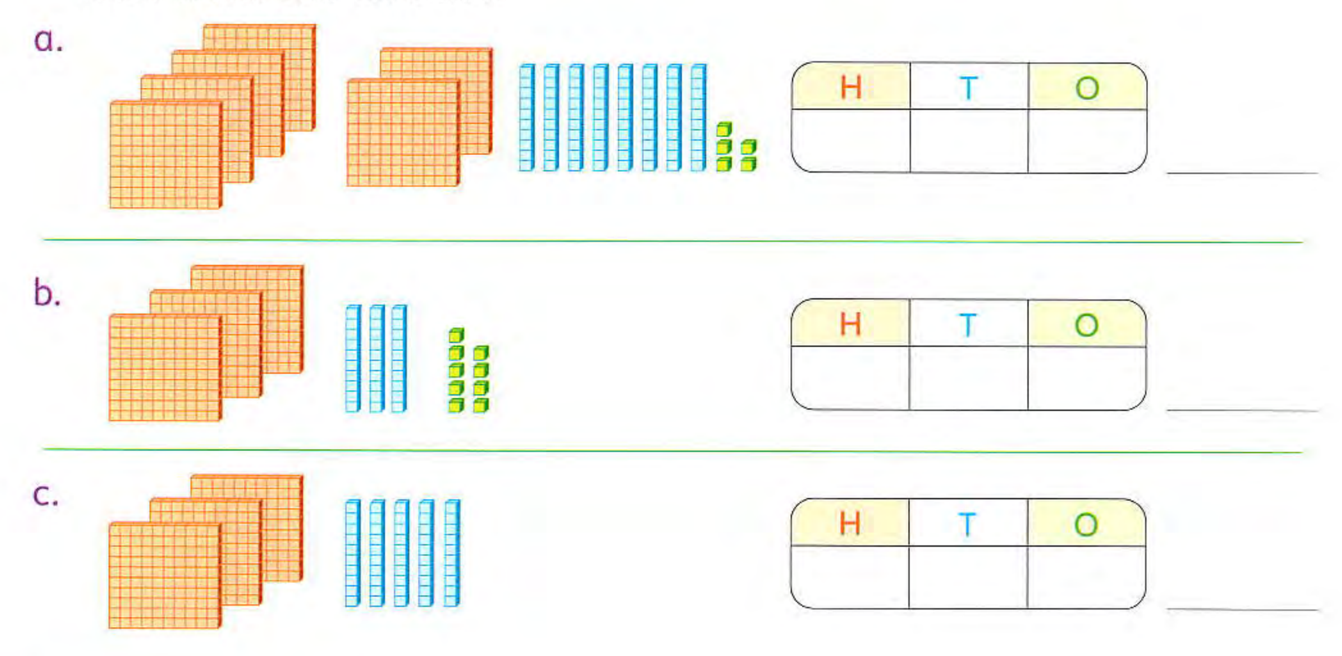
e.

___ hundreds | _____

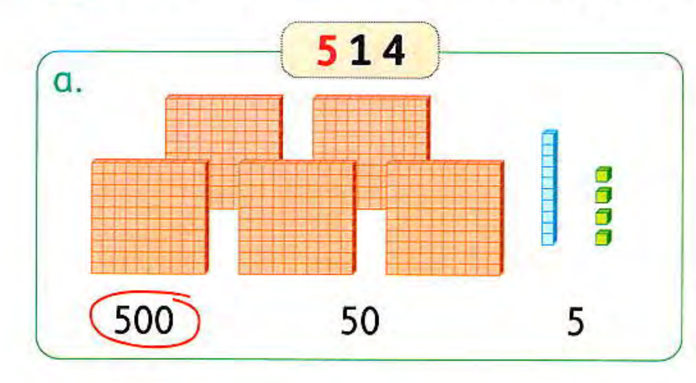
f.

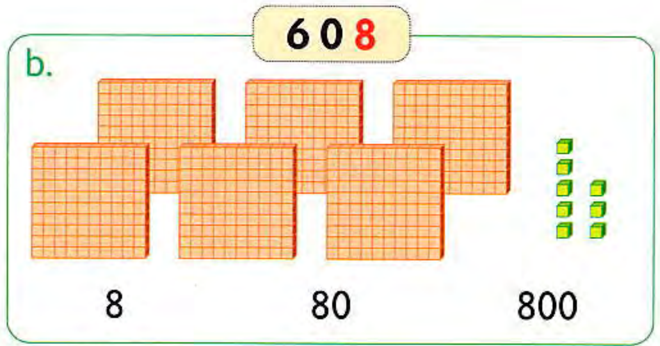
___ hundreds | _____

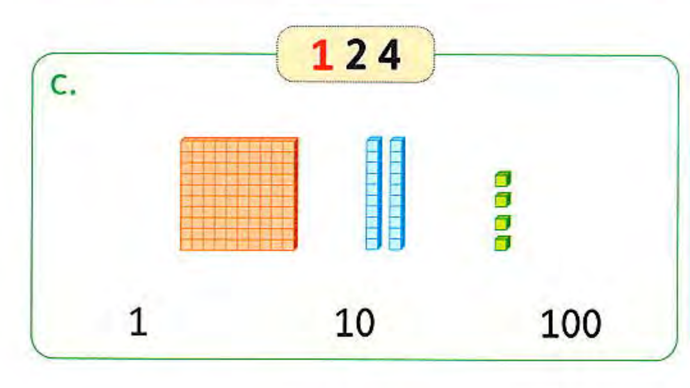
2 Write how many hundreds, tens and ones in the HTO chart.
Then write the number.

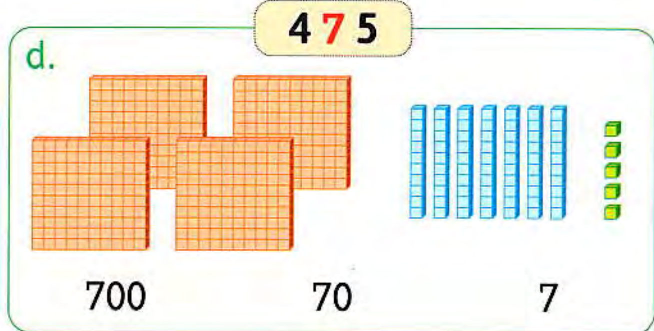


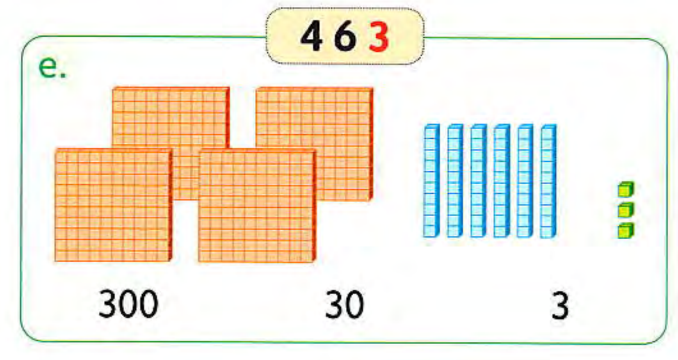
3 Circle the value of the red digit. The first one is done for you.

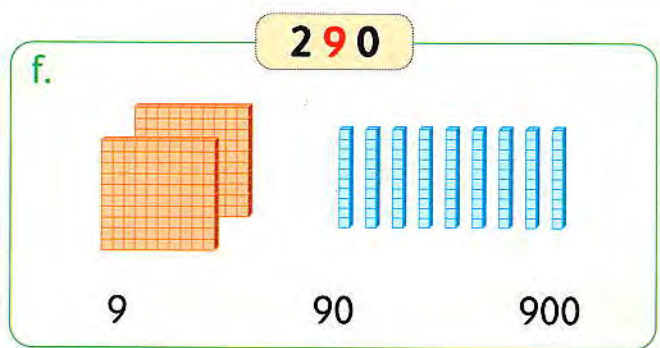












4 Circle the value of the blue digit. The first one is done for you.

a. 267

600 (60) 6

b. 152

1 10 100

c. 641

4 40 400

d. 218

8 80 800

e. 576

6 60 600

f. 903

0 10 100

5 Write the place value of the digit 8 in each. The first one is done for you.

a. 784 Tens	b. 863 ______	c. 918 ______
d. 804 ______	e. 581 ______	f. 178 ______
g. 78 ______	h. 87 ______	i. 841 ______
j. 8 ______	k. 841 ______	l. 181 ______

6 Write the value of 7 in each number. The first one is done for you.

a. 572 70	b. 587 ______	c. 790 ______
d. 367 ______	e. 271 ______	f. 957 ______
g. 876 ______	h. 704 ______	i. 474 ______
j. 730 ______	k. 167 ______	l. 673 ______

7 Choose the correct answer.

a. The value of the digit 1 in the number 415 is ______ (1 **or** 10 **or** 100)

b. The value of the digit 2 in the number 215 is ______ (2 **or** 20 **or** 200)

c. The place value of the digit 9 in the number 975 is ______
(ones **or** tens **or** hundreds)

d. The value of the digit 0 in the number 705 is ______ (0 **or** 10 **or** 100)

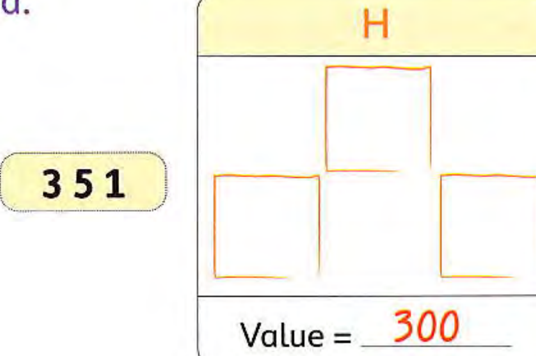
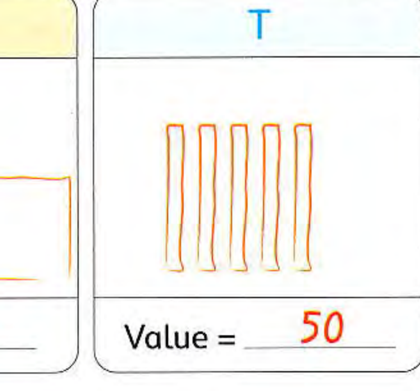
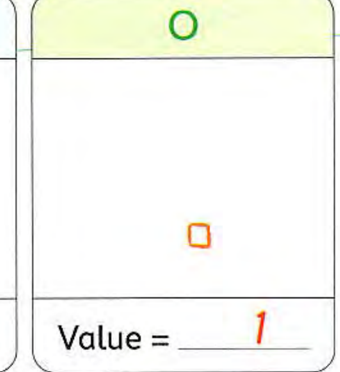
e. The place value of the digit 0 in the number 510 is ______
(zero **or** ones **or** tens)

f. The place value of the digit 1 in the number 810 is ______
(ones **or** tens **or** hundreds)

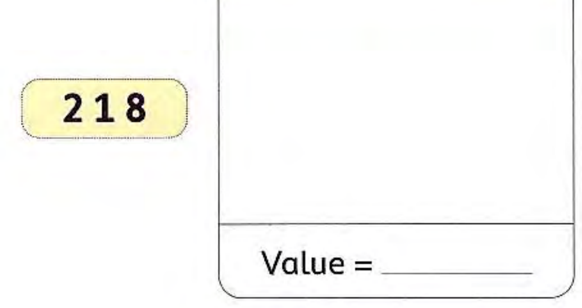
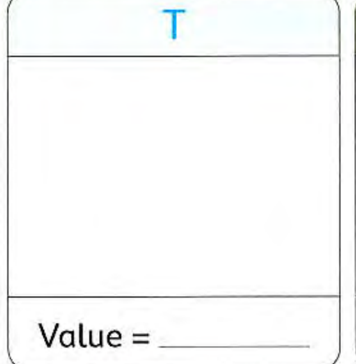
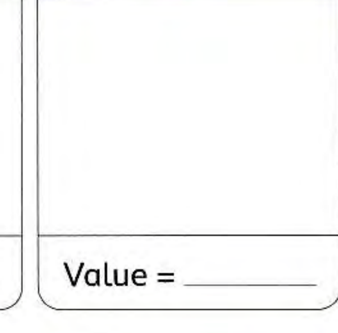
8 **Complete the HTO chart.**
The first one is done for you.

Draw [square] to represent 100
Draw [stick] to represent 10
Draw [small square] to represent 1

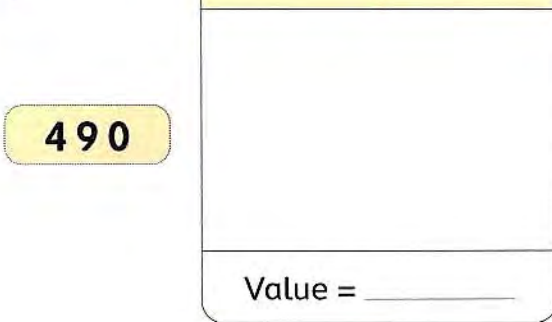
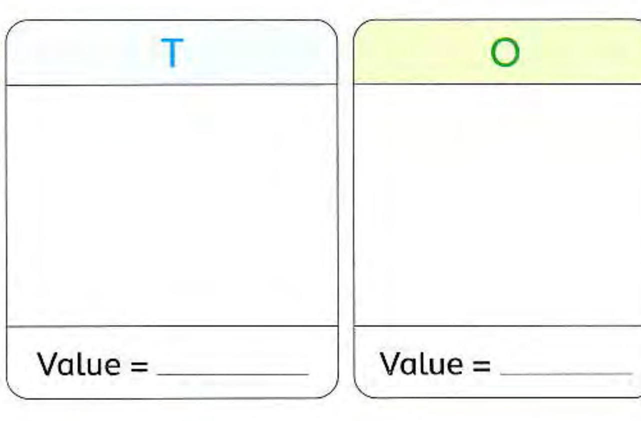
a. **3 5 1**

H	T	O
		
Value = 300	Value = 50	Value = 1

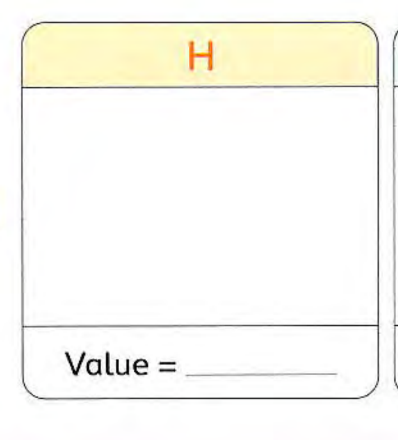
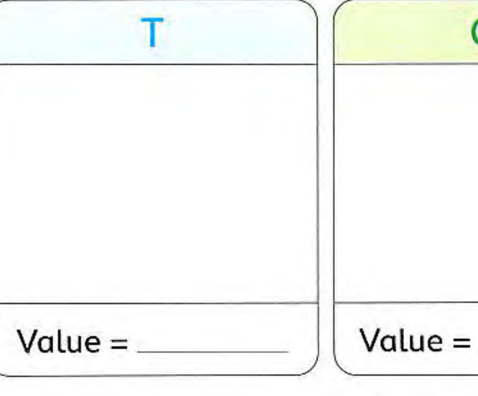
b. **2 1 8**

H	T	O
		
Value = ______	Value = ______	Value = ______

c. **4 9 0**

H	T	O
		
Value = ______	Value = ______	Value = ______

d. **1 0 8**

H	T	O
		
Value = ______	Value = ______	Value = ______

9 **Put (✓) to the correct statement or (✗) to the incorrect statement.**

a. The value of the digit 5 in the number 354 is 50. ( )

b. The value of the digit 8 in the number 837 is 8. ( )

c. The place value of the digit 3 in the number 713 is tens. ( )

d. The place value of the digit 0 in the number 304 is ones. ( )

e. The value of the digit 0 in the number 704 is 10. ( )

10 **What is the number ? The first one is done for you.**

a. **What is the number ?**
- The hundreds digit is 5.
- The ones digit is 4.
- The tens digit is 8.

584

b. **What is the number ?**
- The tens digit is 6.
- The ones digit is 3.
- The hundreds digit is 9.

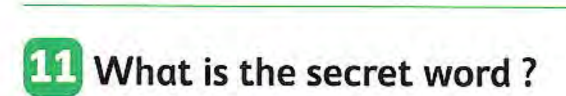
____

c. **What is the number ?**
- The hundreds digit is 8.
- The tens digit is 6.
- The ones digit is 7.

____

d. **What is the number ?**
- The tens digit is 0.
- The hundreds digit is 4.
- The ones digit is 2.

____



11 **What is the secret word ?**



Write **A** if the value of 5 is 5

Write **B** if the value of 5 is 50

Write **N** if the value of 5 is 500



The letters will give you which fruit Bassem prefers.



653	715	502	135	510	5
___	A	___	___	___	___



Lessons 3 to 6

- Standard form and expanded form
- Numbers in word form
- More numbers in word form
- Writing numbers in different forms

Pre-study



Ones		Numbers from 11 to 19		Tens	
1	one	11	eleven	10	ten
2	two	12	twelve	20	twenty
3	three	13	thirteen	30	thirty
4	four	14	fourteen	40	forty
5	five	15	fifteen	50	fifty
6	six	16	sixteen	60	sixty
7	seven	17	seventeen	70	seventy
8	eight	18	eighteen	80	eighty
9	nine	19	nineteen	90	ninety

Check



Write the numbers in words.

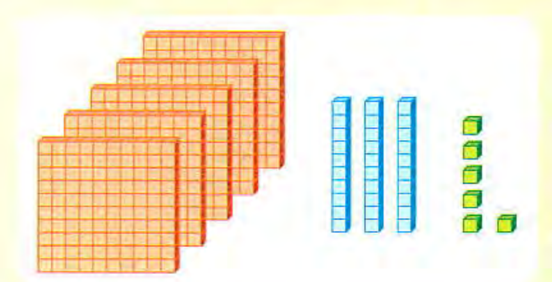
a. 7 ______	b. 50 ______	c. 17 ______	d. 30 ______
e. 1 ______	f. 15 ______	g. 14 ______	h. 40 ______
i. 9 ______	j. 8 ______	k. 60 ______	l. 13 ______
m. 2 ______	n. 11 ______	o. 80 ______	p. 12 ______
q. 90 ______	r. 6 ______	s. 16 ______	t. 10 ______

Notes for parents

- Help your child write the previous numbers in words.

Learn Different forms of 3-digit number

You can write numbers in different ways.



5 hundreds 3 tens 6 ones

Standard form : 536

Expanded form : 500 + 30 + 6

Word form : Five hundred thirty-six

Example 1

Write in standard form.

a. 700 + 50 + 4

b. 800 + 9

c. 600 + 20

d. Five hundred fifteen

e. Six hundred seventy-eight

f. Four hundred forty

Solution

a. 754

b. 809

c. 620

d. 515

e. 678

f. 440

Example 2

Write in word form.

a. 327

b. 901

c. 400 + 70 + 8

d. 160

Solution

a. Three hundred twenty-seven

b. Nine hundred one

c. Four hundred seventy-eight

d. One hundred sixty

Notes for parents

- Help your child write a zero when there are no tens or no ones.
- Ask your child to open this book with more than one hundred pages at random, then ask him/her to write this number in expanded form and in word form.

Example 3

Write in expanded form.

a. 784

b. 403

c. Eight hundned , thirty-one

d. Three hundred sixty

Solution 

a. 700 + 80 + 4

b. 400 + 3

c. 800 + 30 + 1

d. 300 + 60

Check 

a. **Write in expanded form.**

1. 374 ______________________
2. 802 ______________________
3. 650 ______________________
4. Two hundred seventy-eight ______________________

b. **Write in word form.**

1. 782 ______________________
2. 316 ______________________
3. 900 + 40 + 5 ______________________
4. 500 + 90 ______________________



• Help your child know what (700 + 6 = 706) and (500 + 30 = 530)

Exercise 10
On Lessons 3 to 6

- Standard form and expanded form
- Numbers in word form
- More numbers in word form
- Writing numbers in different forms



1 Write the number in words.

a. 3 ______ b. 15 ______ c. 8 ______ d. 7 ______

e. 11 ______ f. 20 ______ g. 12 ______ h. 4 ______

i. 100 ______ j. 5 ______ k. 17 ______ l. 18 ______

m. 16 ______ n. 13 ______ o. 6 ______ p. 30 ______

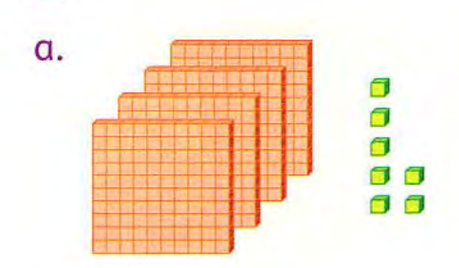
q. 40 ______ r. 50 ______ s. 9 ______ t. 19 ______

u. 70 ______ v. 14 ______ w. 60 ______ x. 10 ______

y. 90 ______ z. 80 ______

2 Write the number in different ways.

a.



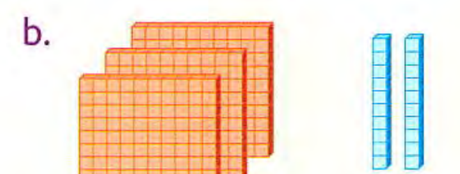
______ hundreds ______ tens ______ ones

Expanded form : ______ + ______ + ______

Standard form : ______

Word form : ______

b.



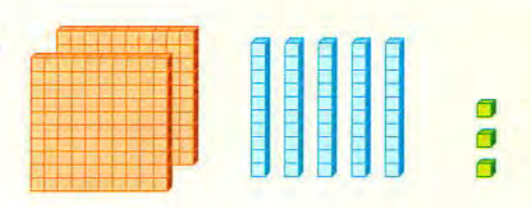
______ hundreds ______ tens ______ ones

Expanded form : ______ + ______ + ______

Standard form : ______

Word form : ______

c.



_____ hundreds _____ tens _____ ones

Expanded form : _____ + _____ + _____

Standard form : _____

Word form : ____________________

3 Write in expanded form.

253 = _____ + _____ + _____

638 = _____ + _____ + _____

891 = _____ + _____ + _____

444 = _____ + _____ + _____

706 = _____ + _____ + _____

596 = _____ + _____ + _____

177 = _____ + _____ + _____

219 = _____ + _____ + _____

340 = _____ + _____ + _____

900 = _____ + _____ + _____

4 Write in standard form.

300 + 70 + 8 = _____

700 + 40 + 7 = _____

100 + 20 + 3 = _____

600 + 30 = _____

500 + 50 = _____

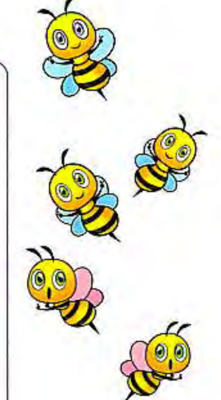
500 + 80 + 7 = _____

200 + 30 + 5 = _____

900 + 60 + 1 = _____

800 + 80 + 8 = _____

400 + 4 = _____



5 Write in standard form.

a. Four hundred thirty-five ______

b. Six hundred seventy-one ______

c. Eight hundred fifty ______

d. Seven hundred twenty-four ______

e. Three hundred ninety-eight ______

f. 2 hundreds + 6 tens + 9 ones ______

g. 9 hundreds + 8 ones + 4 tens ______

h. 3 tens + 7 hundreds + 3 ones ______

i. 4 ones + 2 hundreds ______

j. 7 tens + 8 hundreds ______

6 Write in word form.

a. 735 ______________________

b. 523 ______________________

c. 701 ______________________

d. 817 ______________________

e. 211 ______________________

f. 579 ______________________

g. 412 ______________________

h. 950 ______________________

i. 4 hundreds , 7 tens , 5 ones

____

j. 3 hundreds , 9 ones ______________________

____



7 Write the number in another way.

a. [base-ten blocks: 2 hundreds, 4 tens, 2 ones]

____

b. 600 + 70 + 5

____

c. 7 hundreds 7 tens 7 ones

____

d. 860

____

e. 428

____

f. 500 + 70

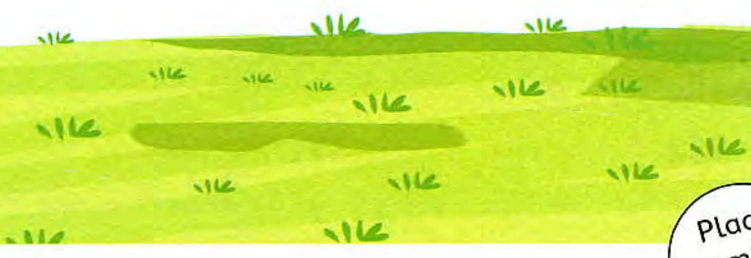
____

g. 900 + 3

____

h. One hundred sixteen

____



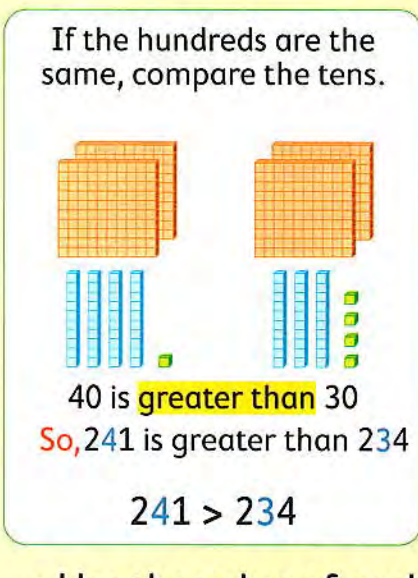
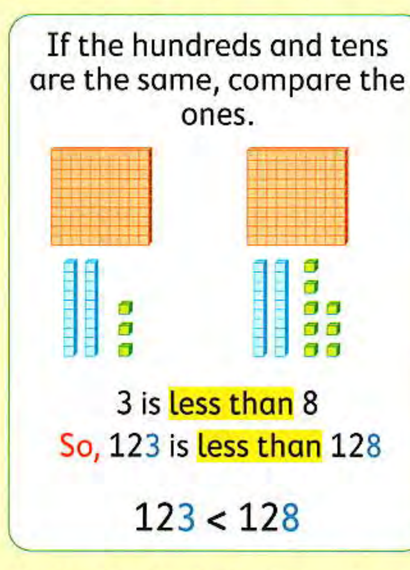
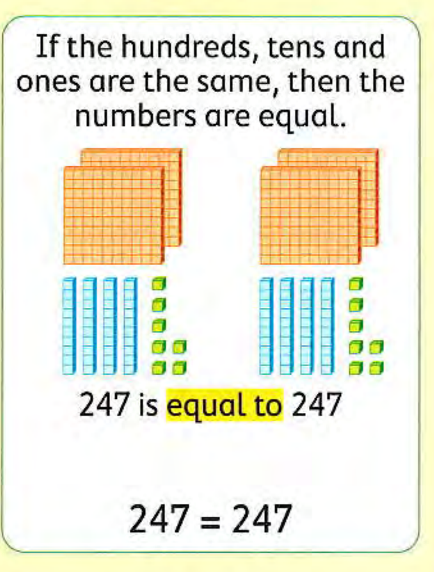


Lessons 7 & 8

• Comparing numbers
• More of comparing numbers

Learn How to compare numbers?

• When comparing 3-digit numbers, compare the hundreds first.

If the hundreds are the same, compare the tens.	If the hundreds and tens are the same, compare the ones.	If the hundreds, tens and ones are the same, then the numbers are equal.
		
40 is greater than 30 So, 241 is greater than 234	3 is less than 8 So, 123 is less than 128	247 is equal to 247
241 > 234	123 < 128	247 = 247

• Use the value of each digit to compare numbers.

First compare the hundreds digits.	If the hundreds digits are the same, compare the tens digits.	If the tens digits are the same, compare the ones digits.
672 675	672 675	672 675
6 hundreds = 6 hundreds	7 tens = 7 tens	2 ones < 5 ones So, 672 is less than 675 672 < 675

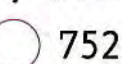
• When comparing 3-digit number and 2-digit number, the 3-digit number is the greater.

352  98

352 has 300 hundreds but 98 has 0 hundreds.

Check 

Compare, write > , < or =.

a. 735  752   b. 371 ◯ 79   c. 425  425

Notes for parents

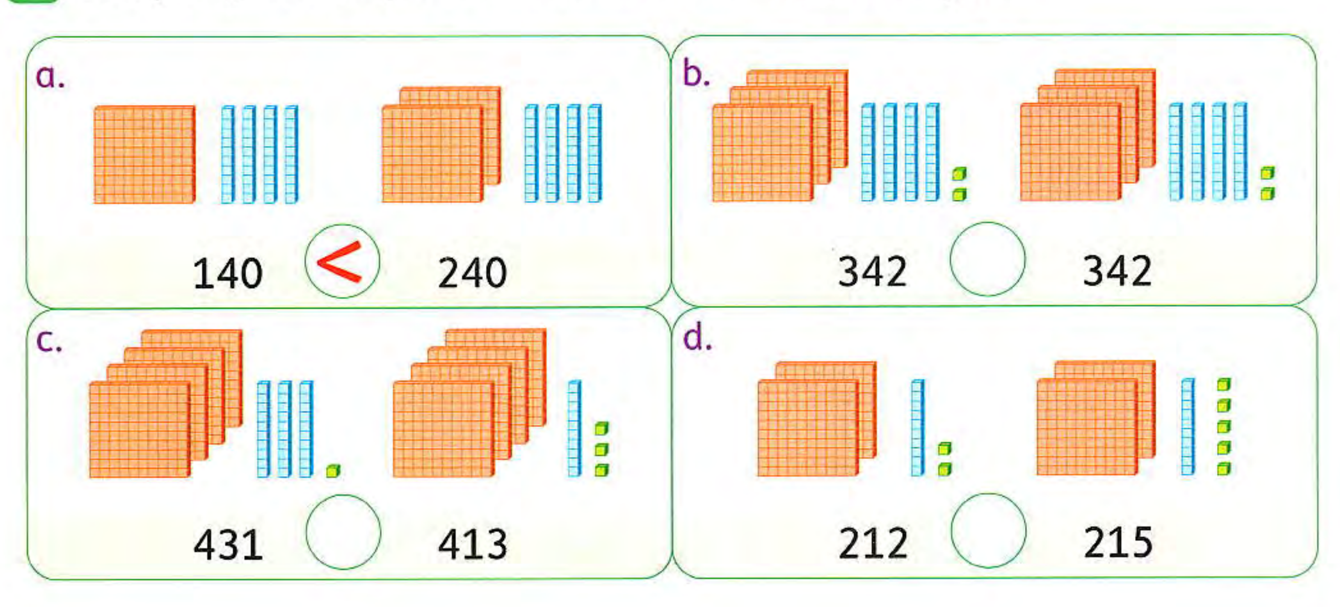
• Help your child know that : a three-digit number is greater than a two-digit number, and a two-digit number is greater than a one-digit number.

Exercise 11

On Lessons 7 & 8

• Comparing numbers
• More of comparing numbers

1 Compare, write > , < or =. The first one is done for you.



2 Compare, write > , < or =.

a. 725 ◯ 752	b. 572 ◯ 376
c. 154 ◯ 154	d. 38 ◯ 100
e. 45 ◯ 178	f. 512 ◯ 89
g. 391 ◯ 9	h. 512 ◯ 521
i. 187 ◯ 211	j. 75 ◯ 318
k. 112 ◯ 79	l. 315 ◯ 315
m. 99 ◯ 618	n. 94 ◯ 200
o. 714 ◯ 174	p. 762 ◯ 760
q. 47 ◯ 129	r. 218 ◯ 78

I put two dots next to 240 because it is the greater number and one dot next to 140 because it is the smaller one, and then I connect them.



3 Compare, write > , < or =.

a.	4 ones	◯	2 tens
b.	7 hundreds	◯	700
c.	8 tens	◯	3 hundreds
d.	4 hundreds	◯	9 ones
e.	9 tens	◯	1 hundred
f.	200 + 70 + 1	◯	200 + 40 + 1
g.	3 tens + 7 ones	◯	1 hundred + 2 ones
h.	Six hundred forty	◯	640
i.	Two hundred fifteen	◯	250
j.	4 hundreds + 7 tens	◯	8 hundreds
k.	500 + 70 + 1	◯	625
l.	Thirty-eight	◯	729
m.	3 hundreds + 9 ones	◯	520

4 Write the number.

a. Write the greatest and the smallest number formed from : 7 , 8 , 3
The greatest number is ______ , the smallest number is ______

b. Write the greatest and the smallest number formed from : 3 , 9 , 6
The greatest number is ______ , the smallest number is ______

c. Write the greatest and the smallest number formed from : 7 , 2 , 5
The greatest number is ______ , the smallest number is ______

d. Write the greatest and the smallest number formed from : 1 , 6 , 0
The greatest number is ______ , the smallest number is ______

e. Write the greatest and the smallest number formed from : 7 , 0 , 5
The greatest number is ______ , the smallest number is ______

f. Write the greatest 3-digit number ______

g. Write the smallest 3-digit number ______

h. Write the greatest 3-different digit number ______

i. Write the smallest 3-different digit number ______

j. Write the greatest 3-digit even number ______

k. Write the smallest 3-digit odd number ______



5 **Put (✓) to the correct statement or (✗) to the incorrect statement.**

a. 782 (>) 395 ( )

b. 97 (>) 102 ( )

c. 7 tens (>) 6 hundreds ( )

d. 500 + 30 + 7 (<) 500 + 40 + 9 ( )

e. 300 + 10 + 8 (<) three hundred eighteen ( )

f. The greatest number formed from 3 , 0 , 9 is 903 ( )

6 **Choose the correct answer.**

a. 749 > ______ (379 **or** 814 **or** 760)

b. 371 < ______ (299 **or** 370 **or** 375)

c. 800 + 30 + 7 > ______ (923 **or** 823 **or** 900)

d. Seven hundred thirty-nine < ______ (740 **or** 730 **or** 699)

e. The smallest number formed from 3 , 8 , 1 is ______

(183 **or** 138 **or** 831)

f. The greatest number formed from 0 , 7 , 6 is ______

(706 **or** 760 **or** 670)

g. 3 hundreds < ______ (432 **or** 196 **or** 99)



Lessons 9 & 10

• Ordering numbers
• More of ordering numbers

Learn 1 Ordering from least to greatest

You can order numbers from least to greatest or from greatest to least.

Put these numbers in order from least to greatest. (The ascending order).

777 463 400 500 775

1. Compare the hundreds digits. 463 400 500 777 775
2. If the hundreds digits are the same, compare the tens digits. **400** **463** 500 777 775
3. If the tens digits are the same, compare the ones digits. 400 463 500 **775** **777**

Check 

Write the numbers in order from least to greatest.



Ascending order

72 , 5 , 27 , 52 , 10

Order is : ______ , ______ , ______ , ______ , ______

745 , 72 , 15 , 200 , 4

Order is : ______ , ______ , ______ , ______ , ______

926 , 713 , 198 , 502 , 183

Order is : ______ , ______ , ______ , ______ , ______

Notes for parents

- Remind your child that a one-digit number is less than a two-digit number, and a two-digit number is less than a three-digit number.

Learn 2 Ordering from greatest to least

Put these numbers in order from greatest to least. (The descending order).

251 547 395 257 372

1. Compare the hundreds digits.

547 372 395 251 257

2. If the hundreds digits are the same, compare the tens digits.

547 **395** **372** 251 257

3. If the tens digits are the same, compare the ones digits.

547 395 372 **257** **251**

Check 

Write the numbers in order from greatest to least.

Descending order

7 , 12 , 25 , 47 , 29

Order is : ____ , ____ , ____ , ____ , ____

19 , 82 , 130 , 10 , 210

Order is : ____ , ____ , ____ , ____ , ____

273 , 499 , 500 , 25 , 167

Order is : ____ , ____ , ____ , ____ , ____

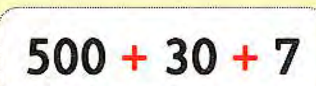
345 , 492 , 572 , 490 , 333

Order is : ____ , ____ , ____ , ____ , ____



• Remind your child that a three-digit number is greater than a two-digit number, and a two-digit number is greater than a one-digit number.

Learn 3 Ordering numbers in different forms



expanded form

two hundred forty-five

word form

745

standard form

- The greatest number is : 745
- The smallest number is : two hundred forty-five.
- The ascending order is : two hundred forty-five , 500 + 30 + 7 , 745
- The descending order is : 745 , 500 + 30 + 7 , two hundred forty-five.

Check 

Circle the greatest number and underline the smallest number.

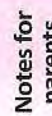
300 + 50 + 9 , six hundred twenty-one , 159

Ninety-five , 710 , 400 + 1

379 , five hundred eleven , 500 + 10

800 , nine hundred one , 800 + 20 + 9

Five hundred thirty-eight , 537 , 500 + 30 + 9



- Before ordering numbers, ask your child to determine the greatest number and the smallest number.

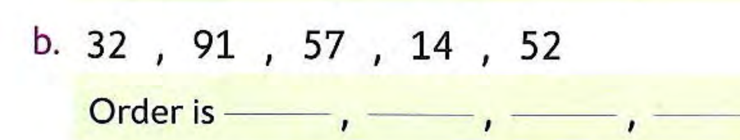
Exercise 12

On Lessons 9 & 10

• Ordering numbers
• More of ordering numbers

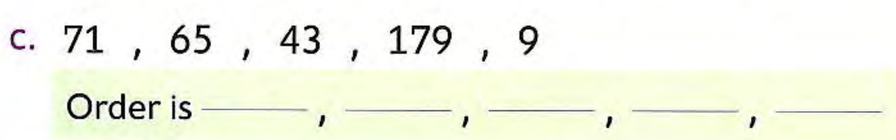
1 Arrange from the smallest to the greatest "ascending order".

a. 27 , 5 , 17 , 52



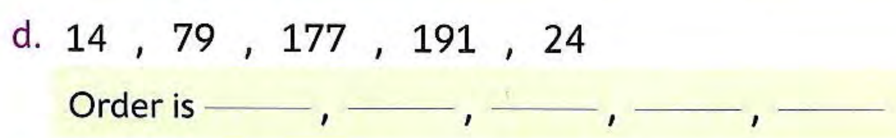
Order is ____ , ____ , ____ , ____

b. 32 , 91 , 57 , 14 , 52



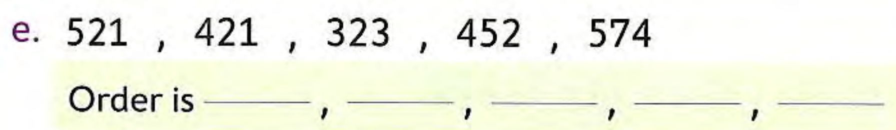
Order is ____ , ____ , ____ , ____ , ____

c. 71 , 65 , 43 , 179 , 9

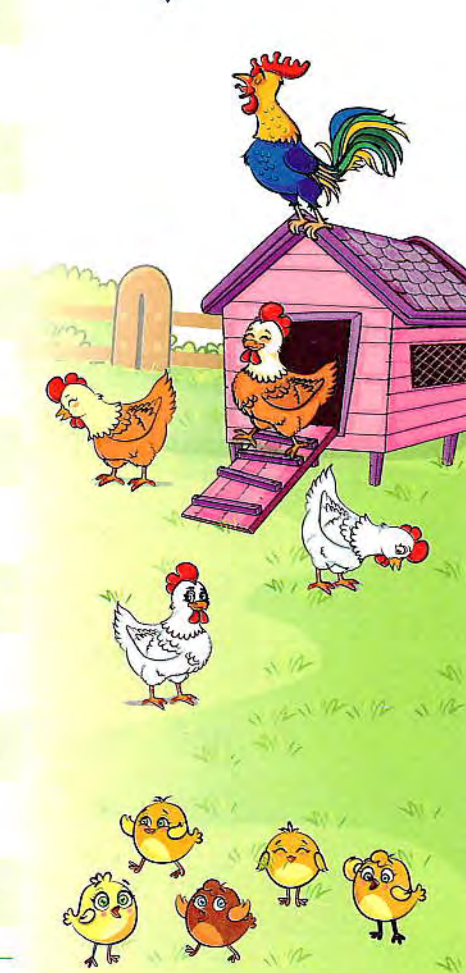


Order is ____ , ____ , ____ , ____ , ____

d. 14 , 79 , 177 , 191 , 24



Order is ____ , ____ , ____ , ____ , ____



e. 521 , 421 , 323 , 452 , 574

Order is ____ , ____ , ____ , ____ , ____

f. 371 , 47 , 827 , 99 , 315

Order is ____ , ____ , ____ , ____ , ____

g. 93 , 517 , 733 , 15 , 711

Order is ____ , ____ , ____ , ____ , ____

h. 700 , 707 , 777 , 770 , 77

Order is ____ , ____ , ____ , ____ , ____

---

2 Arrange from the greatest to the smallest "descending order".

a. 134 , 876 , 71 , 99 , 327

Order is ____ , ____ , ____ , ____ , ____

b. 274 , 425 , 372 , 733 , 521

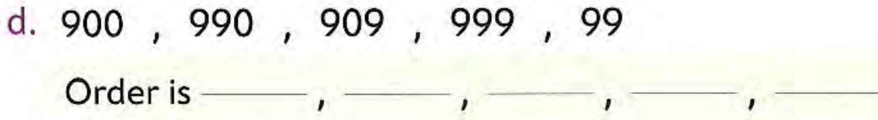
Order is ____ , ____ , ____ , ____ , ____



c. 103 , 24 , 779 , 207 , 729

Order is ______ , ______ , ______ , ______ , ______

d. 900 , 990 , 909 , 999 , 99



Order is ______ , ______ , ______ , ______ , ______



e. 374 , 397 , 456 , 534 , 217

Order is ______ , ______ , ______ , ______ , ______

f. 472 , 522 , 844 , 572 , 537

Order is ______ , ______ , ______ , ______ , ______

g. 624 , 426 , 642 , 264 , 462

Order is ______ , ______ , ______ , ______ , ______

3 Arrange from the smallest to the greatest "ascending order".

a. Eight hundred fifteen , 700 + 50 + 2 , 850

Order is ______ , ______ , ______

b. Seventy-five , 715 , 700 + 5

Order is ______ , ______ , ______

c. 461 , four hundred sixteen , 600 + 10 + 6

Order is ______ , ______ , ______

d. 300 + 20 + 9 , 299 , three hundred thirty-three

Order is ______ , ______ , ______

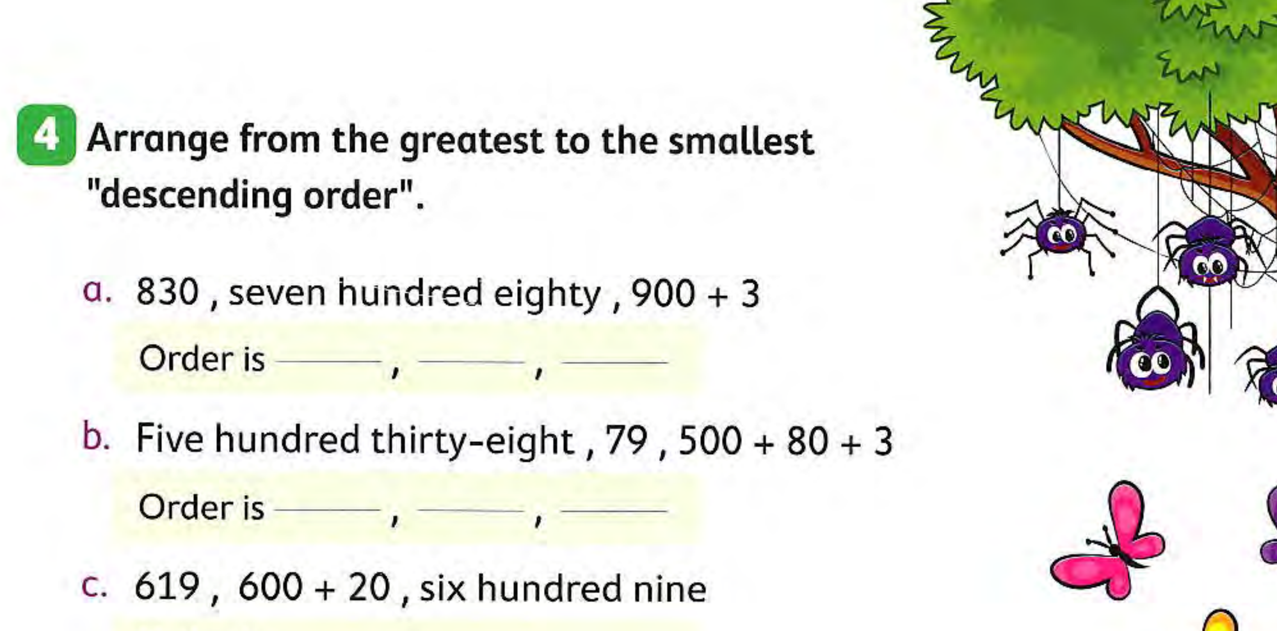


e. 427 , 500 + 70 + 8 , four hundred twenty-one

Order is ______ , ______ , ______

f. One hundred forty-seven , 127 , 100 + 70 + 4

Order is ______ , ______ , ______



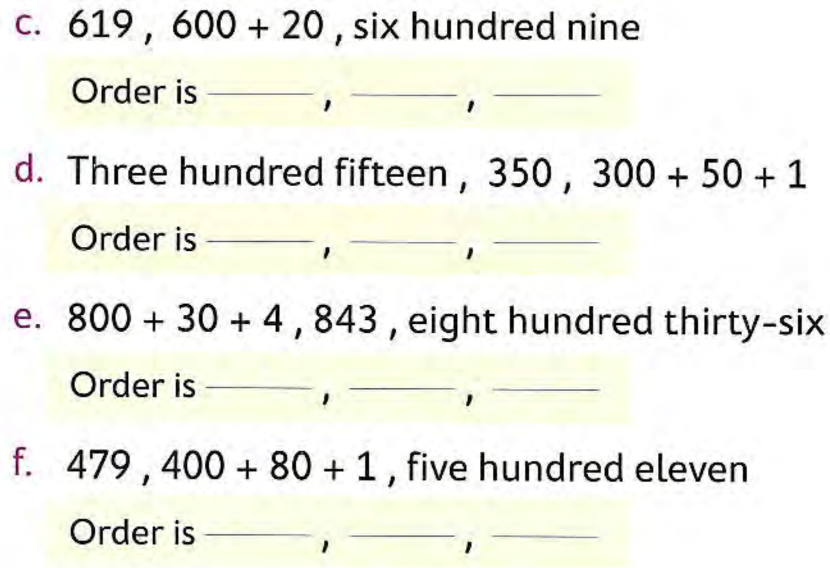
4 **Arrange from the greatest to the smallest "descending order".**

a. 830 , seven hundred eighty , 900 + 3

Order is ______ , ______ , ______

b. Five hundred thirty-eight , 79 , 500 + 80 + 3

Order is ______ , ______ , ______



c. 619 , 600 + 20 , six hundred nine

Order is ______ , ______ , ______

d. Three hundred fifteen , 350 , 300 + 50 + 1

Order is ______ , ______ , ______

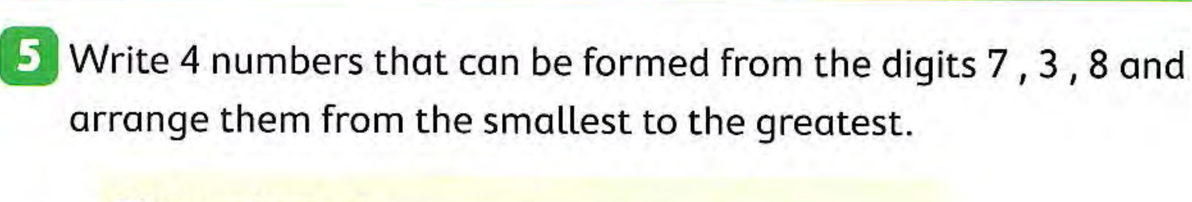
e. 800 + 30 + 4 , 843 , eight hundred thirty-six

Order is ______ , ______ , ______

f. 479 , 400 + 80 + 1 , five hundred eleven

Order is ______ , ______ , ______

5 Write 4 numbers that can be formed from the digits 7 , 3 , 8 and arrange them from the smallest to the greatest.



The numbers are ______ , ______ , ______ , ______

Order is ______ , ______ , ______ , ______

6 Write 4 numbers that can be formed from the digits 4 , 5 , 3 and arrange them from the greatest to the smallest.

The numbers are ______ , ______ , ______ , ______

Order is ______ , ______ , ______ , ______



Place a smiley face



Assessment Chapter 3

1 Choose the correct answer.

a. The value of the digit 7 in 713 is ______ (7 **or** 70 **or** 700)

b. Three hundred fourteen in standard form is ______ (340 **or** 314 **or** 413)

c. 851 in expanded form is ______

(800 + 50 + 1 **or** 100 + 50 + 8 **or** 500 + 80 + 1)

d. 724 ______ 599 (> **or** < **or** =)

e. 88 ______ 114 (> **or** < **or** =)

f. Eleven in standard form is ______ (11 **or** 2 **or** 17)

---

2 Write in words.

a. 70 ______________________

b. 8 ______________________

c. 321 ______________________

d. 903 ______________________

---

3 a. Arrange from the smallest to the greatest "ascending".

341 , 240 , 52 , 245 , 99

Order is : ________ , ________ , ________ , ________ , ________

b. Arrange from the greatest to the smallest "descending".

751 , 500 + 70 + 1 , seven hundred eighty

Order is : ________ , ________ , ________



Accumulative Assessment

Till chapter 3

1 Find the result.

a.
```
   14
 +  5
 ----
```
b.
```
   11
 +  6
 ----
```
c.
```
   15
 -  7
 ----
```
d.
```
   33
 - 10
 ----
```

2 Write >, < or =.

a. 13 – 4 ◯ 3 + 10

b. 740 ◯ 99

c. 254 ◯ 524

d. 111 ◯ 200

3 Complete.

a. The value of the digit 3 in 835 is ______

b. 18 – ______ = 15

c. 840 in expanded form is ______

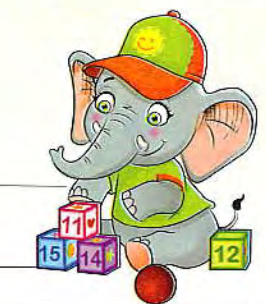
d. ______ + 6 = 14

e. 731 in word form is ______

4 Sarah has 14 L.E. She bought a toy for 5 L.E.

How much money is remained with Sarah ?

____



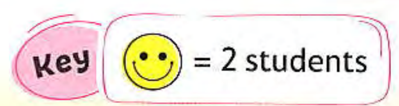
5 Use the pictograph to answer.

a. How many students liked apple ? ______

b. How many more students liked apple than orange ? ______

c. How many students liked orange and mango ? ______

Favorite juice	
Apple	☺ ☺ ☺ ☺ ◖
Orange	☺ ☺ ◖
Mango	☺ ☺ ☺



CHAPTER 4

Outcomes of chapter four :

At the end of chapter four, your child will be able to:

- **Lessons 1 & 2**
  - Participate in calendar math activities.
  - Explain the commutative property of addition.
  - Apply mental math strategies to solve addition and subtraction problems.
- **Lesson 3**
  - Participate in calendar math activities.
  - Decompose a 2-digit number into tens and ones.
- **Lesson 4**
  - Participate in calendar math activities.
  - Add two 2-digit numbers without regrouping.
  - Decompose 2-digit numbers to solve addition story problems.
- **Lesson 5**
  - Participate in calendar math activities.
  - Subtract 2-digit numbers without regrouping.
  - Decompose 2-digit numbers to solve subtraction story problems.
- **Lesson 6**
  - Participate in calendar math activities.
  - Use place value to estimate sums and differences.
  - Solve 2-digit addition and subtraction problems without regrouping.
- **Lesson 7**
  - Participate in calendar math activities.
  - Decompose 2-digit numbers to solve addition story problems.
  - Use place value to estimate sums.
- **Lessons 8 & 9**
  - Participate in calendar math activities.
  - Decompose 2-digit numbers to solve addition problems.
  - Mentally calculate sums of two 1-digit numbers.
  - Solve 2-digit addition problems with and without regrouping.
  - Model regrouping using pictures or manipulatives.
- **Lesson 10**
  - Participate in calendar math activities.
  - Collaborate to add four 2-digit numbers.

Lessons 1 & 2

• Commutative property in addition
• More of mental applications on adding and subtracting

Learn 1 Commutative property in addition

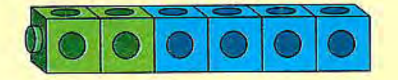
You can add in any order and the sum is the same.



I write 4 + 2 = 6 for this train.

When I turn the train around, I can write 2 + 4 = 6.





4 + 2 = 6   2 + 4 = 6



Then the addition is commutative.




Find the sum. The first one is done for you.

3 + 8 = 11 8 + 3 = 11	3 + 9 = ____ 9 + 3 = ____	1 + 8 = ____ 8 + 1 = ____
5 + 3 = ____ 3 + 5 = ____	5 + 4 = ____ 4 + 5 = ____	6 + 2 = ____ 2 + 6 = ____
7 + 11 = ____ 11 + 7 = ____	12 + 3 = ____ 3 + 12 = ____	10 + 7 = ____ 7 + 10 = ____

Notes for parents

• Ask your child to use small cubes to show 6 + 3 and 3 + 6 , and then ask him/her to tell you why the two sums are the same.

Learn 2 Mental applications on adding and subtracting

Use count on to add

What is 5 + 24 ?

Start at 24.

Then count on 5 more.

25 , 26 , 27 , 28 , 29

The sum is 29.

Then : 5 + 24 = **29**

Use count back to subtract

What is 43 – 6 ?

Start at 43.

Then count back 6.

42 , 41 , 40 , 39 , 38 , 37

The difference is 37.

Then : 43 – 6 = **37**

Check



Count on to find the sum.

53 + 7 = ______

9 + 14 = ______

8 + 61 = ______

20 + 6 = ______

5 + 87 = ______

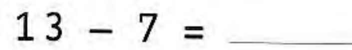
Count back to find the difference.

31 – 1 = ______

26 – 5 = ______

44 – 9 = ______

13 – 7 = ______



60 – 2 = ______



• Help your child add by count on starting with the greater number because it is easier than starting with the smaller number.

Exercise 13

On Lessons 1 & 2

- Commutative property in addition
- More of mental applications on adding and subtracting

1 Complete.

a. 7 + 8 = 8 + ___	b. 7 + 4 = 4 + ___
c. ___ + 5 = 5 + 3	d. 8 + 4 = ___ + 8
e. 5 + 15 = 15 + ___	f. 30 + ___ = 9 + 30

2 Color the addition sentences in each row that have the same sum.

a.	13 + 5	12 + 5	5 + 13
b.	4 + 16	16 + 4	15 + 4
c.	7 + 17	7 + 16	16 + 7
d.	13 + 3	13 + 2	2 + 13

3 Add.

a. 8 + 5 = ___ ; 5 + 8 = ___	b. 3 + 7 = ___ ; 7 + 3 = ___	c. 9 + 4 = ___ ; 4 + 9 = ___
d. 14 + 3 = ___ ; 3 + 14 = ___	e. 17 + 2 = ___ ; 2 + 17 = ___	f. 11 + 8 = ___ ; 8 + 11 = ___





4 Find the sum. Then rewrite the problems by switching the addends and solve it. The first one is done for you.

a. 3 + 15 = 18 → 15 + 3 = 18

b. 8 + 9 = ____ → ____ + ____ = ____

c. 11 + 5 = ____ → ____ + ____ = ____

d. 4 + 12 = ____ → ____ + ____ = ____

e. 6 + 18 = ____ → ____ + ____ = ____

f. 30 + 5 = ____ → ____ + ____ = ____

5 Add.

a. 64 + 8 = ____	b. 39 + 5 = ____	c. 72 + 9 = ____	d. 14 + 6 = ____	e. 83 + 7 = ____
f. 55 + 4 = ____	g. 28 + 3 = ____	h. 47 + 6 = ____	i. 91 + 7 = ____	j. 59 + 2 = ____

6 Subtract.

a. 53 − 8 = ____	b. 61 − 3 = ____	c. 77 − 9 = ____	d. 16 − 7 = ____	e. 20 − 4 = ____
f. 31 − 2 = ____	g. 46 − 8 = ____	h. 82 − 5 = ____	i. 84 − 6 = ____	j. 62 − 3 = ____

7 Find the result.

a. 35 + 7 = ______	b. 72 + 8 = ______	c. 42 + 6 = ______
d. 28 + 7 = ______	e. 37 + 7 = ______	f. 15 + 8 = ______
g. 32 + 5 = ______	h. 24 + 6 = ______	i. 59 + 6 = ______
j. 45 − 8 = ______	k. 24 − 7 = ______	l. 32 − 5 = ______
m. 19 − 3 = ______	n. 23 − 4 = ______	o. 15 − 9 = ______
p. 61 − 2 = ______	q. 34 − 7 = ______	r. 22 − 8 = ______

8 Put (✓) to the correct statement or (✗) to the incorrect statement.

a. 35 + 8 = 42	( )	b. 7 + 8 = 8 + 7	( )
c. 43 − 7 = 26	( )	d. 52 − 3 = 49	( )
e. 9 + 5 = 10 + 4	( )	f. 25 + 9 = 33	( )
g. 72 + 7 = 77	( )	h. 18 − 9 = 9	( )
i. 8 + 3 > 3 + 8	( )	j. 42 − 6 = 36	( )



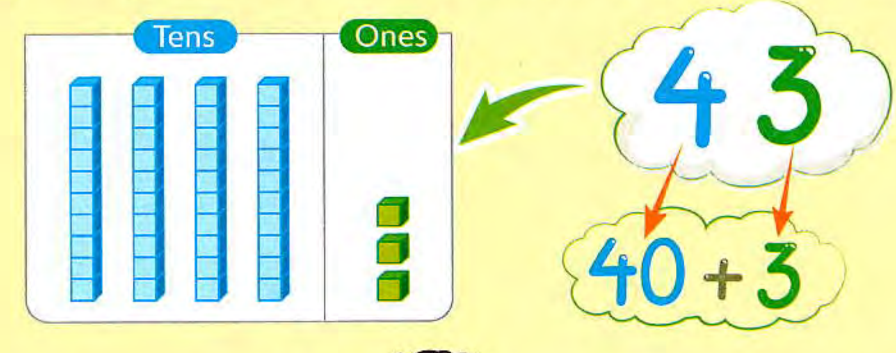
Place a smiley face

Lesson 3

Decomposing numbers into ones and tens

Learn How to decompose a 2-digit number ?

Decompose a 2-digit number means writing it as sum of tens and ones.



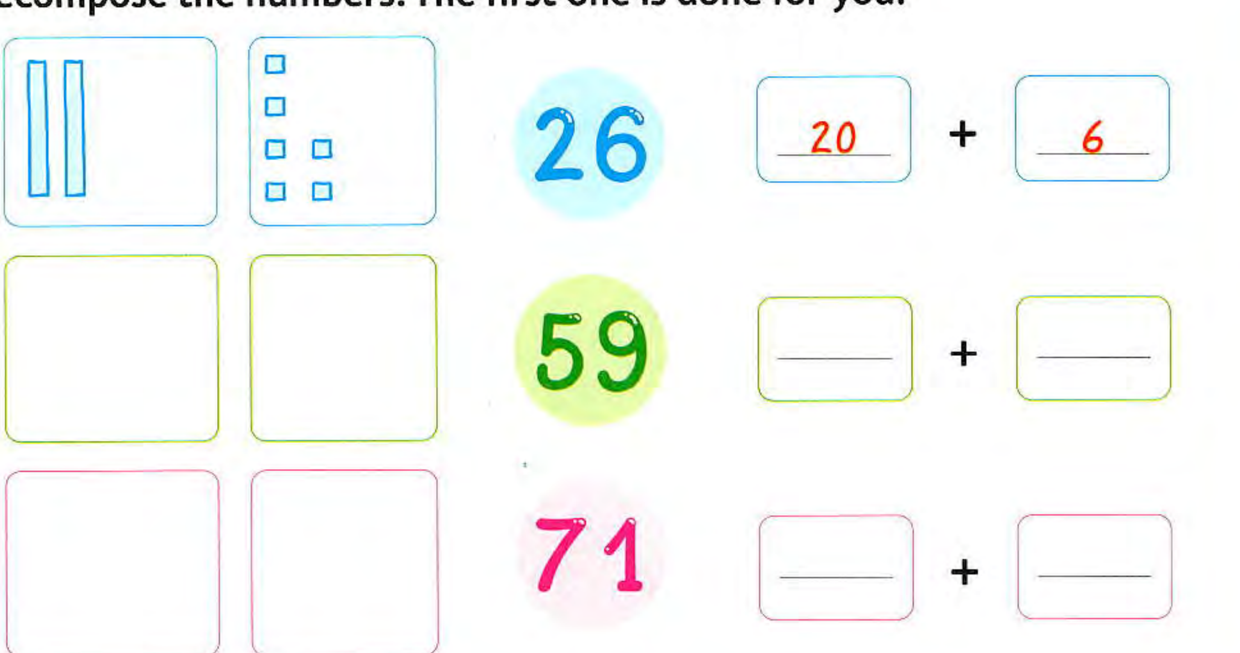
*The digit 4 is in the tens place. This means **4** has a value of **40**.*



*The digit 3 is in the ones place. This means **3** has a value of **3**.*

Check

Decompose the numbers. The first one is done for you.



Notes for parents

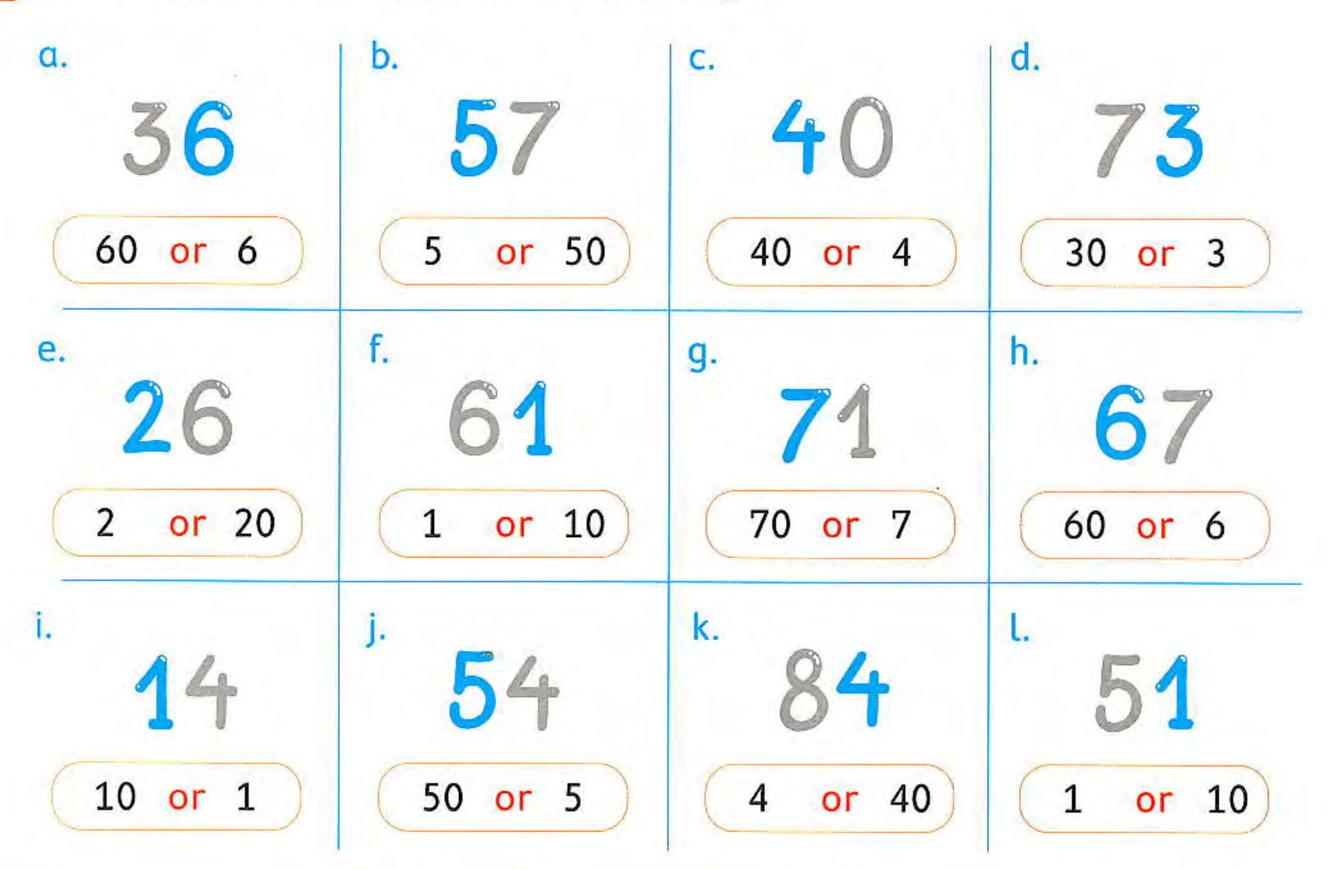
- Give your child a number of objects, such as paper clips (fewer than 100). Ask your child to put them in groups of tens and ones and tell you how many there are in all.

Exercise 14

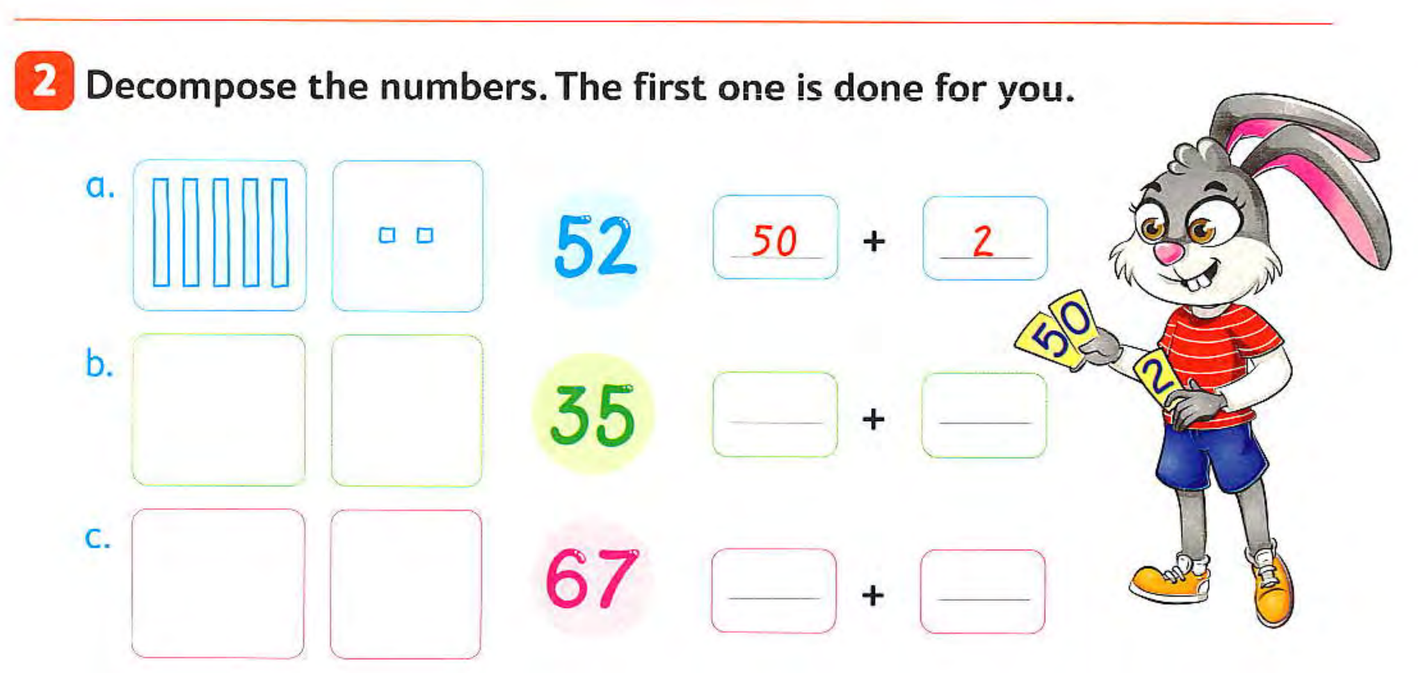
On Lesson 3

Decomposing numbers into ones and tens

1 Circle what is the value of the blue digit.



2 Decompose the numbers. The first one is done for you.



d.



25 ____ + ____

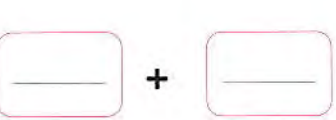
e.



70 ____ + ____

f.





17 ____ + ____



3 Choose the correct answer.

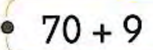
a. 40 + 2 = ____	(42 or 24 or 14)
b. 90 + 5 = ____	(59 or 509 or 95)
c. 6 + 70 = ____	(670 or 76 or 67)
d. 50 + 1 = ____	(501 or 51 or 15)
e. 9 + 10 = ____	(910 or 91 or 19)
f. 30 + 8 = ____	(38 or 83 or 308)
g. 70 + ____ = 72	(2 or 20 or 22)
h. ____ + 5 = 35	(3 or 30 or 300)
i. 7 + ____ = 87	(8 or 80 or 800)

4 Match.

a. 50 + 4 •	• 45
b. 79 •	• 90 + 7
c. 97 •	• 68
d. 5 + 40 •	• 54
e. 60 + 8 •	• 70 + 9









Place a smiley face

Lesson 4

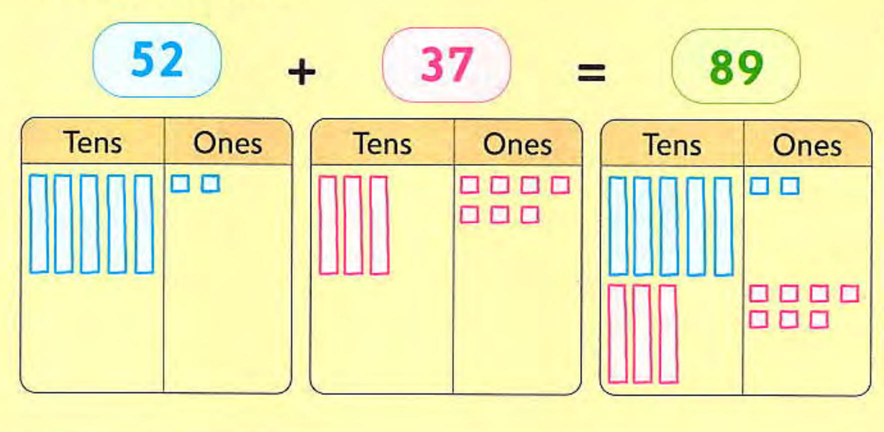
Adding without regrouping

Learn

• How to add 52 + 37 ?

First way

Decompose by drawing sticks for tens and small squares for ones for each addend to add.





I added the ones
2 + 7 = 9
I added the tens
50 + 30 = 80
How many in all ?
80 + 9 = 89
So, 52 + 37 = 89

Second way

Decompose each addend into tens and ones to add.

52 + 37 = 89

50 + 2 + 30 + 7 = 80 + 9

Notes for parents

• Make sure that your child added ones to ones and tens to tens.
• Ask your child to explain how to decompose an addend.

Check

Draw sticks and small squares to add.

23 + 16 = ____

Tens	Ones

Tens	Ones

Tens	Ones

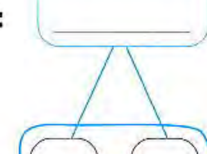
- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- How many in all ?

  ____ + ____ = ____

So, 23 + 16 = ____

Decompose each addend to add.

34 + 25 = ____



☐ + ☐ + ☐ + ☐ = ☐ + ☐

- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- How many in all ?

  ____ + ____ = ____

So, 34 + 25 = ____

12 + 66 = ____

☐ + ☐ + ☐ + ☐ = ☐ + ☐

- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- How many in all ?

  ____ + ____ = ____

So, 12 + 66 = ____



• Help your child remember the two ways of addition to solve the problems in this page.

Exercise 15

On Lesson 4

Adding without regrouping

1 **Draw sticks and small squares to add.**

a. 34 + 42 = ______

Tens	Ones	Tens	Ones	Tens	Ones

- Add the ones ______ + ______ = ______
- Add the tens ______ + ______ = ______
- How many in all ?

______ + ______ = ______

So, 34 + 42 = ______

b. 15 + 51 = ______

Tens	Ones	Tens	Ones	Tens	Ones

- Add the ones ______ + ______ = ______
- Add the tens ______ + ______ = ______
- How many in all ?

______ + ______ = ______

So, 15 + 51 = ______

c. 22 + 74 = ______

Tens	Ones	Tens	Ones	Tens	Ones

- Add the ones ______ + ______ = ______
- Add the tens ______ + ______ = ______
- How many in all ?

______ + ______ = ______

So, 22 + 74 = ______

d. 67 + 20 = ______

Tens	Ones	Tens	Ones	Tens	Ones

- Add the ones ______ + ______ = ______
- Add the tens ______ + ______ = ______
- How many in all ?

______ + ______ = ______

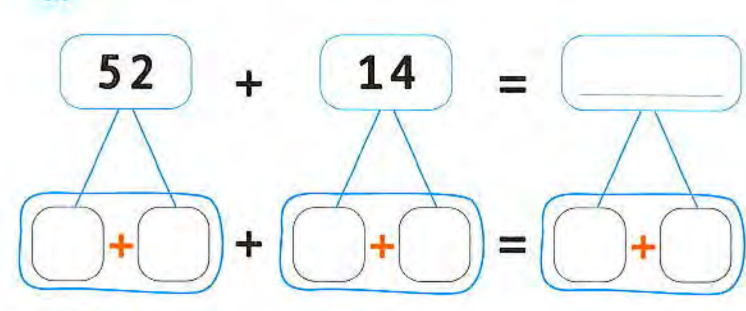
So, 67 + 20 = ______





2 Decompose each addend to add.

a.

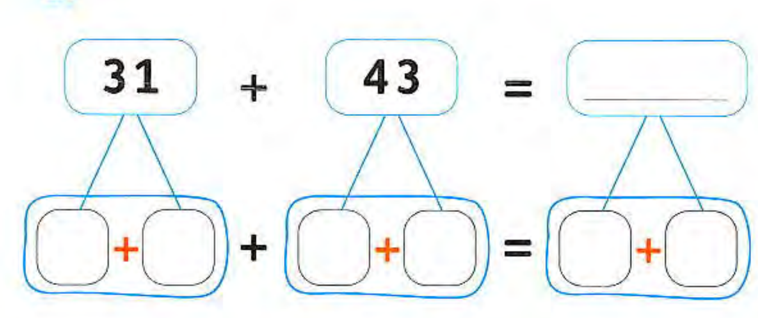


- Add the ones ______ + ______ = ______
- Add the tens ______ + ______ = ______
- How many in all ?

  ______ + ______ = ______

So, 52 + 14 = ______

b.

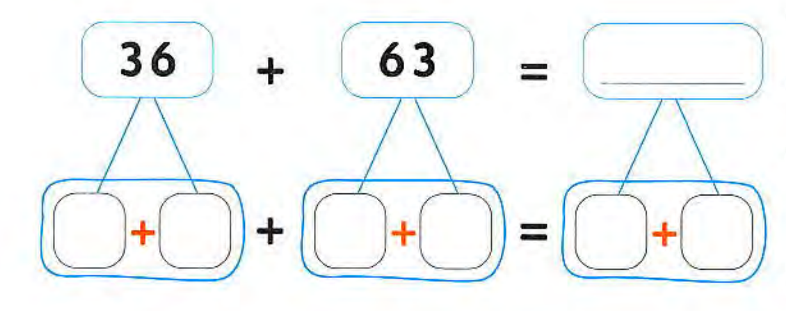


- Add the ones ______ + ______ = ______
- Add the tens ______ + ______ = ______
- How many in all ?

  ______ + ______ = ______

So, 31 + 43 = ______

c.



- Add the ones ______ + ______ = ______
- Add the tens ______ + ______ = ______
- How many in all ?

  ______ + ______ = ______

So, 36 + 63 = ______

d.

24 + 11 = ______

(☐ + ☐) + (☐ + ☐) = (☐ + ☐)

- Add the ones ______ + ______ = ______
- Add the tens ______ + ______ = ______
- How many in all ?

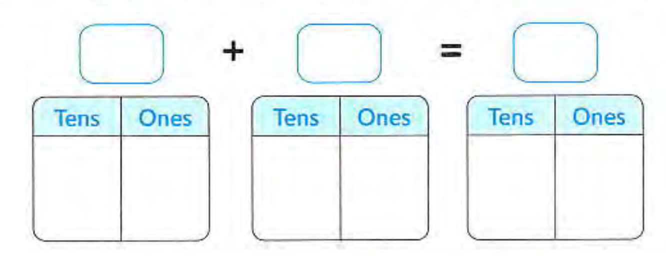
  ______ + ______ = ______

So, 24 + 11 = ______

3 Find the answer.

a. Adel read 15 pages of a book in one day. In the next day he read 22 pages.

How many pages did he read in the two days ?





b. A garden has 41 apple trees and 56 orange trees.

How many trees are there in the garden ?

\+ =

\+ =



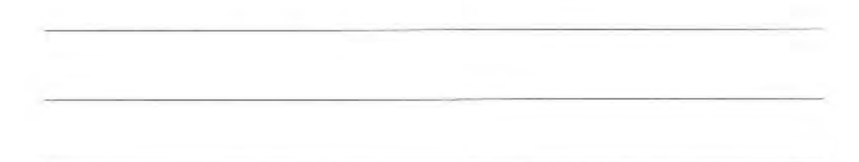
c. Ahmed has 53 pounds. His father gave him 35 pounds as a present.

How much money does Ahmed have now ?



d. Mary has 30 stamps. Her brother Maged has 45 stamps.

How many stamps do they have in all ?





4 Solve each of the following addition problems.

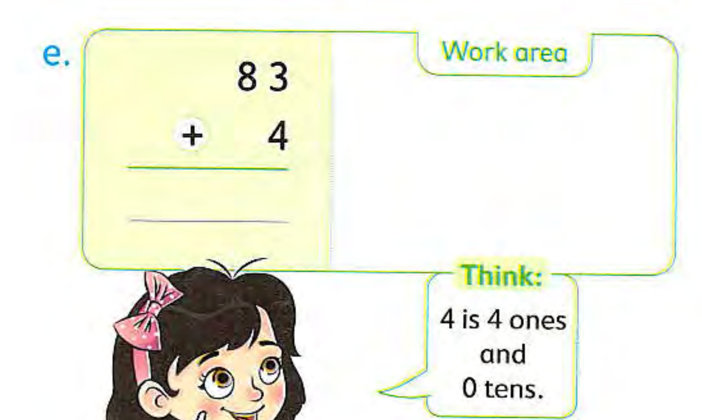
a.
```
  52
+ 34
----
```
Work area

b.
```
  21
+ 18
----
```
Work area

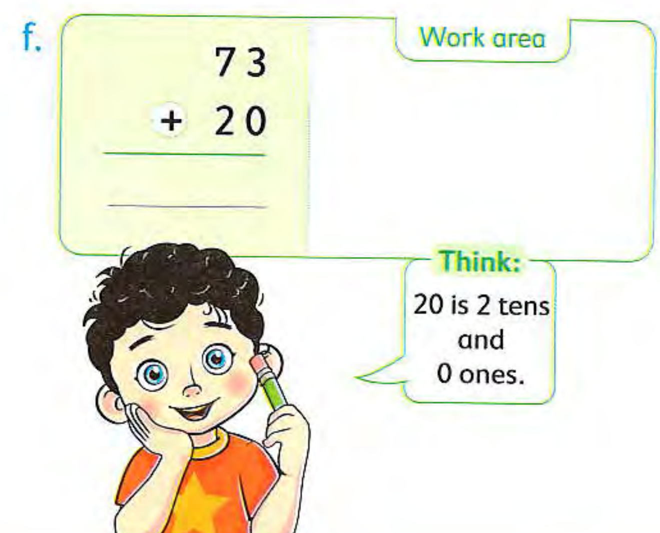
c.
```
  36
+ 11
----
```
Work area

d.
```
  62
+ 25
----
```
Work area

e.
```
  83
+  4
----
```
Work area



f.
```
  73
+ 20
----
```
Work area



5 Find the result of each of the following.

a. 23 + 45 = ____

b. 14 + 15 = ____

c. 42 + 53 = ____

d. 63 + 26 = ____

e. 31 + 60 = ____

f. 33 + 25 = ____

g. 7 + 41 = ____

h. 19 + 10 = ____

i. 82 + 5 = ____

j. 56 + 22 = ____



Place a smiley face

Lesson 5

Subtracting without regrouping

Learn

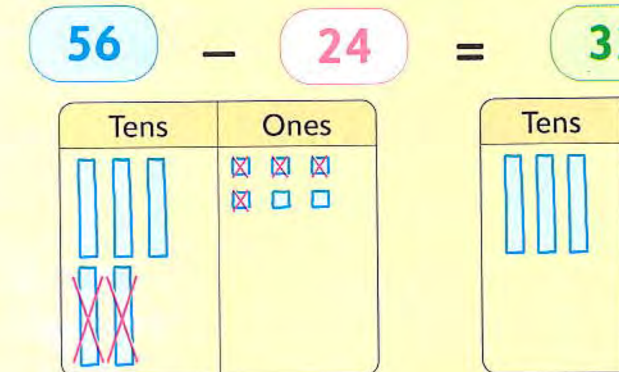
• How to subtract 56 − 24 ?

First way

Decompose by drawing sticks for tens and small squares for ones for the first number, then take away the second number to subtract.



56 − 24 = 32



I subtracted the ones
6 − 4 = 2
I subtracted the tens
50 − 20 = 30
How many in all ?
30 + 2 = 32
So, 56 − 24 = 32

Second way

Decompose each number into tens and ones to subtract.

56 − 24 = 32

50 + 6 − 20 + 4 = 30 + 2

Notes for parents

• Make sure that your child subtracted the smaller number from the greater number and subtracted ones from ones and tens from tens.
• Ask your child to remember how to decompose the numbers.

Check

Draw sticks and small squares. Take away to subtract.

64 – 13 = ______

Tens	Ones

Tens	Ones

• Subtract the ones ______ – ______ = ______

• Subtract the tens ______ – ______ = ______

• How many in all ?

______ + ______ = ______

So, 64 – 13 = ______

Decompose each number to subtract.

39 – 26 = ______

☐ + ☐ – ☐ + ☐ = ☐ + ☐

• Subtract the ones ______ – ______ = ______

• Subtract the tens ______ – ______ = ______

• How many in all ?

______ + ______ = ______

So, 39 – 26 = ______

75 – 41 = ______

☐ + ☐ – ☐ + ☐ = ☐ + ☐

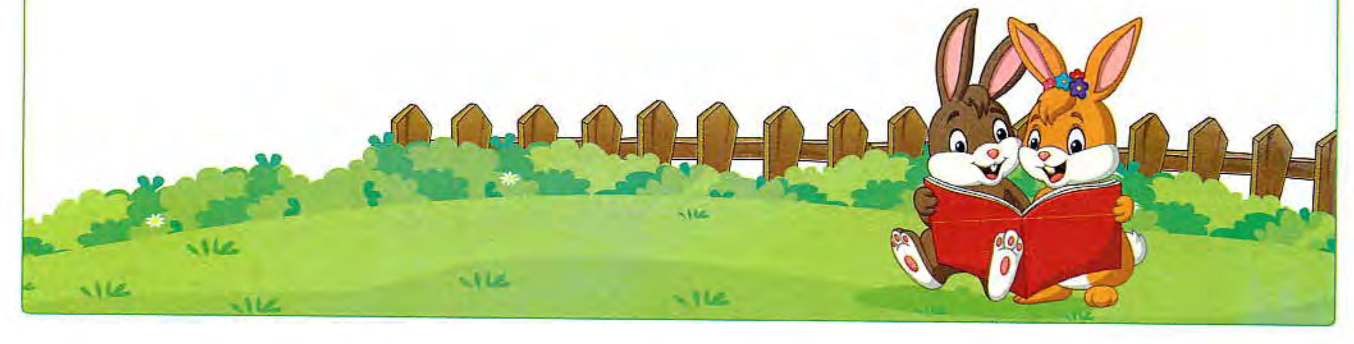
• Subtract the ones ______ – ______ = ______

• Subtract the tens ______ – ______ = ______

• How many in all ?

______ + ______ = ______

So, 75 – 41 = ______



• Ask your child to remember the two ways of subtraction to solve the problems in this page.

Exercise 16

On Lesson 5

Subtracting without regrouping

1 **Draw sticks and small squares to subtract.**

a. **49 – 32 = ______**

Tens	Ones

Tens	Ones

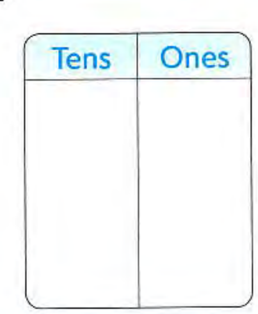
- Subtract the ones ______ – ______ = ______
- Subtract the tens ______ – ______ = ______
- How many in all ?

______ + ______ = ______

So, 49 – 32 = ______

b. **87 – 55 = ______**

Tens	Ones



- Subtract the ones ______ – ______ = ______
- Subtract the tens ______ – ______ = ______
- How many in all ?

______ + ______ = ______

So, 87 – 55 = ______

c. **76 – 34 = ______**

Tens	Ones

Tens	Ones

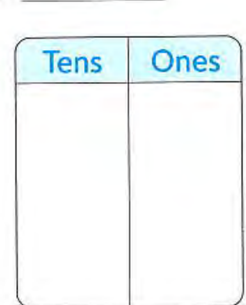
- Subtract the ones ______ – ______ = ______
- Subtract the tens ______ – ______ = ______
- How many in all ?

______ + ______ = ______

So, 76 – 34 = ______

d. **35 – 20 = ______**

Tens	Ones



- Subtract the ones ______ – ______ = ______
- Subtract the tens ______ – ______ = ______
- How many in all ?

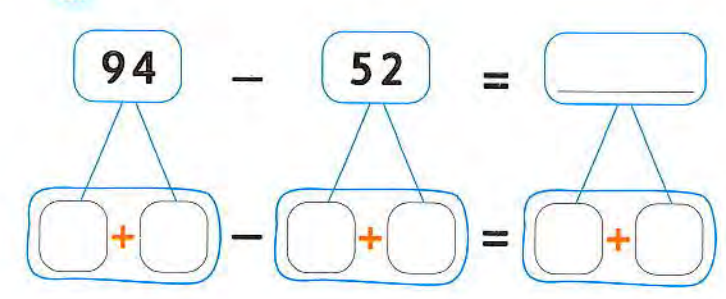
______ + ______ = ______

So, 35 – 20 = ______



2 Decompose each number into tens and ones to subtract.

a.



94 – 52 = ____

☐ + ☐ – ☐ + ☐ = ☐ + ☐

- Subtract the ones ____ – ____ = ____
- Subtract the tens ____ – ____ = ____
- How many in all ?

____ + ____ = ____

So, 94 – 52 = ____

b.

86 – 33 = ____

☐ + ☐ – ☐ + ☐ = ☐ + ☐

- Subtract the ones ____ – ____ = ____
- Subtract the tens ____ – ____ = ____
- How many in all ?

____ + ____ = ____

So, 86 – 33 = ____

c.

77 – 16 = ____

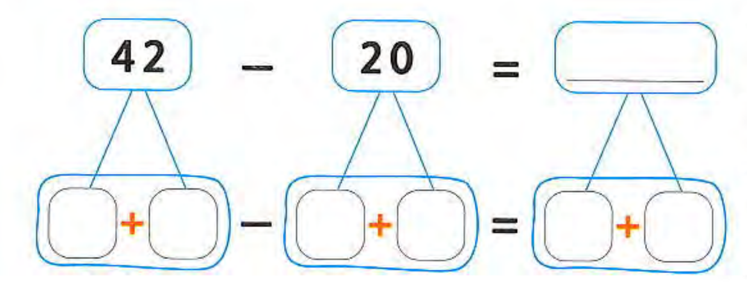
☐ + ☐ – ☐ + ☐ = ☐ + ☐

- Subtract the ones ____ – ____ = ____
- Subtract the tens ____ – ____ = ____
- How many in all ?

____ + ____ = ____

So, 77 – 16 = ____

d.



42 – 20 = ____

☐ + ☐ – ☐ + ☐ = ☐ + ☐

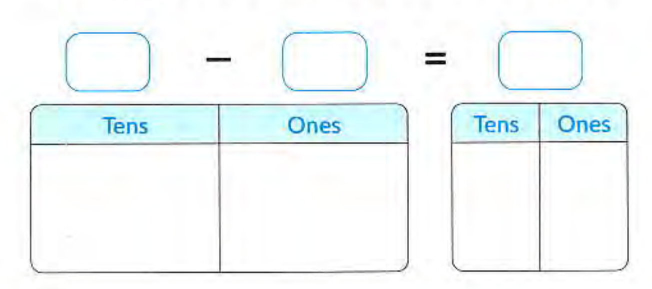
- Subtract the ones ____ – ____ = ____
- Subtract the tens ____ – ____ = ____
- How many in all ?

____ + ____ = ____

So, 42 – 20 = ____

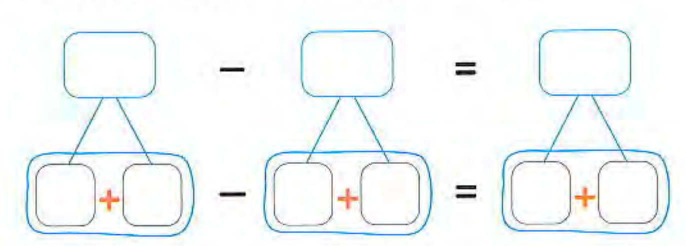
3 Find the answer.

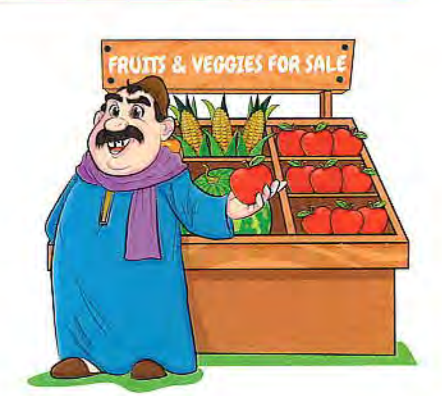
a. The number of pupils in a school is 96. If the number of boys is 41.
How many girls are there in this school ?





b. A fruit seller has 98 apples. He sold 36 of them.
How many apples are remaining ?





c. Mostafa has 35 pounds. If he bought a chocolate bar for 15 pounds.
What is the remainder with him ?

___

___

___



d. Karim has 38 marbles. His sister Karma has 23 marbles.
How many more marbles does Karim have than Karma ?

___

___

___



4 Find the difference in each of the following problems.

a.

```
  79
− 14
____
```

Work area

b.

```
  17
− 13
____
```

Work area

c.

```
  26
− 16
____
```

Work area

d.

```
  82
− 71
____
```

Work area

e.

```
  38
−  6
____
```

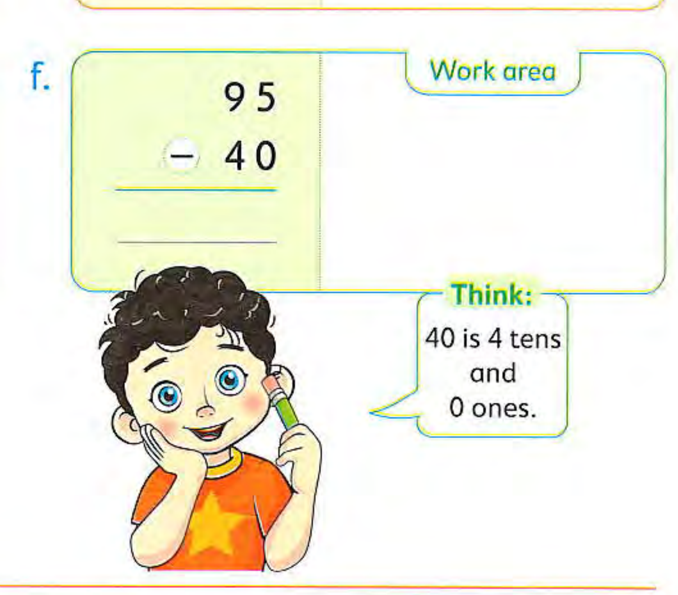
Work area

Think:
6 is 6 ones
and
0 tens.

f.

```
  95
− 40
____
```

Work area



5 Find the result of each of the following.

a. 53 − 12 = ____

b. 95 − 4 = ____

c. 78 − 68 = ____

d. 86 − 32 = ____

e. 49 − 25 = ____

f. 77 − 46 = ____

g. 58 − 34 = ____

h. 89 − 82 = ____

i. 68 − 40 = ____

j. 39 − 19 = ____





Lesson 6

Estimating the sum and the difference

Learn 1 Using numbers chart to estimate

Estimation is finding a number that is close to another number.
Estimation makes the numbers easier to add and subtract.

You can use the 120 chart to estimate a 2-digit number.

- 12 is closer to 10
- 58 is closer to 60

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



Check



Use the 120 chart to estimate the following numbers.

a. 41 is closer to ______	b. 26 is closer to ______	c. 14 is closer to ______
d. 8 is closer to ______	e. 89 is closer to ______	f. 73 is closer to ______
g. 57 is closer to ______	h. 18 is closer to ______	i. 32 is closer to ______

Notes for parents

- Make sure that your child understood the estimation.
- Find more numbers and ask your child to find the closer number.

Learn 2 Estimation to add and subtract using numbers chart

You can use the 120 chart to estimate in addition and subtraction.

- 48 is **closer** to 50
- 21 is **closer** to 20

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

In addition

48
\+ 21
____

Think:
50
\+ 20
70

So, 48 + 21 is about 70

In subtraction

48
− 21
____

Think:
50
− 20
30

So, 48 − 21 is about 30

Check

Use the 120 chart to estimate.

a.
27
\+ 11

Think: ☐ + ☐ = ☐

27 + 11 is about _____

b.
62
− 21

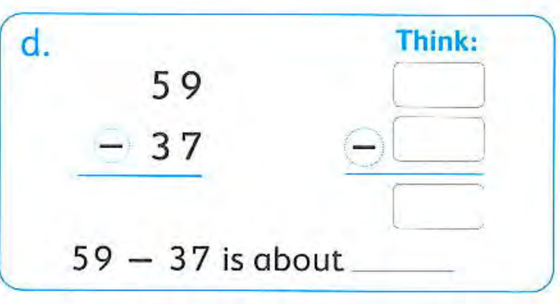
Think: ☐ − ☐ = ☐

62 − 21 is about _____

c.
16
\+ 40

Think: ☐ + ☐ = ☐

16 + 40 is about _____



d.
59
− 37

Think: ☐ − ☐ = ☐

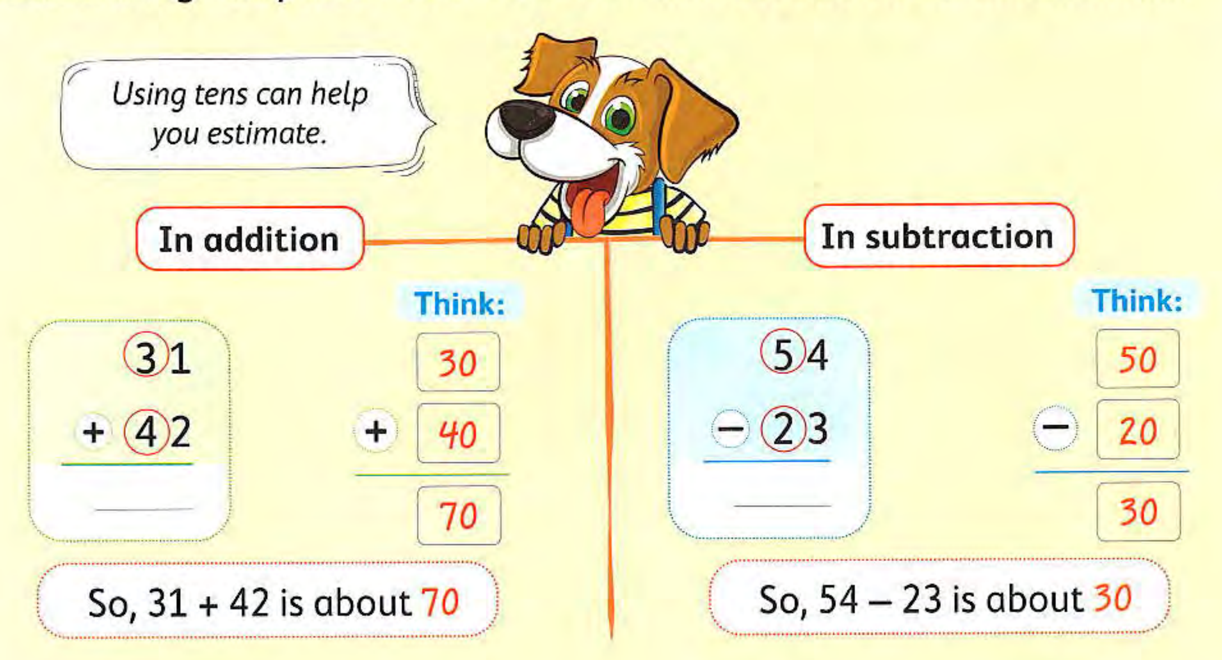
59 − 37 is about _____

- Tell your child that estimation does not give you the exact answer but gives you a closer answer.

Learn 3 Estimation to add and subtract using place value

You can use place value to estimate in addition and subtraction.

Circle the highest place value in the first number and the second number.



Check

Use place value strategy to estimate.

a.

52
\+ 32

Think: ☐ + ☐ = ☐

52 + 32 is about ______

b.

93
− 52

Think: ☐ − ☐ = ☐

93 − 52 is about ______

c.

11
\+ 63

Think: ☐ − ☐ = ☐

11 + 63 is about ______

d.

36
− 14

Think: ☐ − ☐ = ☐

36 − 14 is about ______

Notes for parents

• Let your child use the place value strategy to estimate the sum or the difference.

Exercise 17

On Lesson 6

Estimating the sum and the difference

1 **Use the 120 chart to estimate the following numbers.**

a. 27 is closer to ______

b. 71 is closer to ______

c. 82 is closer to ______

d. 87 is closer to ______

e. 9 is closer to ______

f. 57 is closer to ______

g. 38 is closer to ______

h. 41 is closer to ______

i. 64 is closer to ______

j. 12 is closer to ______



2 **Use the 120 chart to estimate.**

a.

$$\begin{array}{r} 37 \\ + \; 22 \\ \hline \end{array}$$

Think: ☐ + ☐ = ☐

37 + 22 is about ______

b.

$$\begin{array}{r} 73 \\ - \; 21 \\ \hline \end{array}$$

Think: ☐ − ☐ = ☐

73 − 21 is about ______

c.

$$\begin{array}{r} 58 \\ + \; 27 \\ \hline \end{array}$$

Think: ☐ + ☐ = ☐

58 + 27 is about ______

d.

$$\begin{array}{r} 68 \\ - \; 21 \\ \hline \end{array}$$

Think: ☐ − ☐ = ☐

68 − 21 is about ______

e.

$$\begin{array}{r} 18 \\ + \; 42 \\ \hline \end{array}$$

Think: ☐ + ☐ = ☐

18 + 42 is about ______

f.

$$\begin{array}{r} 49 \\ - \; 28 \\ \hline \end{array}$$

Think: ☐ − ☐ = ☐



49 − 28 is about ______

3 Use place value strategy to estimate.

a.

Think:

```
  31        ☐
+ 63      + ☐
----      ----
            ☐
```

31 + 63 is about ______

b.

Think:

```
  49        ☐
− 27      − ☐
----      ----
            ☐
```

49 − 27 is about ______

c.

Think:

```
  42        ☐
+ 33      + ☐
----      ----
            ☐
```

42 + 33 is about ______

d.

Think:

```
  49        ☐
− 18      − ☐
----      ----
            ☐
```

49 − 18 is about ______

e.

Think:

```
  53        ☐
− 21      − ☐
----      ----
            ☐
```

53 − 21 is about ______

f.

Think:

```
  27        ☐
+ 37      + ☐
----      ----
            ☐
```

27 + 37 is about ______

4 Find the answer.

a. A bookstore sold 34 books on Wednesday and 23 books on Thursday.

Estimate how many books sold on the two days.

____

____

____



b. Ayman collected 63 stamps. He gave 42 to his friend.

Estimate how many stamps were left.

____

____

____



Place a smiley face

Lesson 7

Comparing the sum and the estimation

Learn



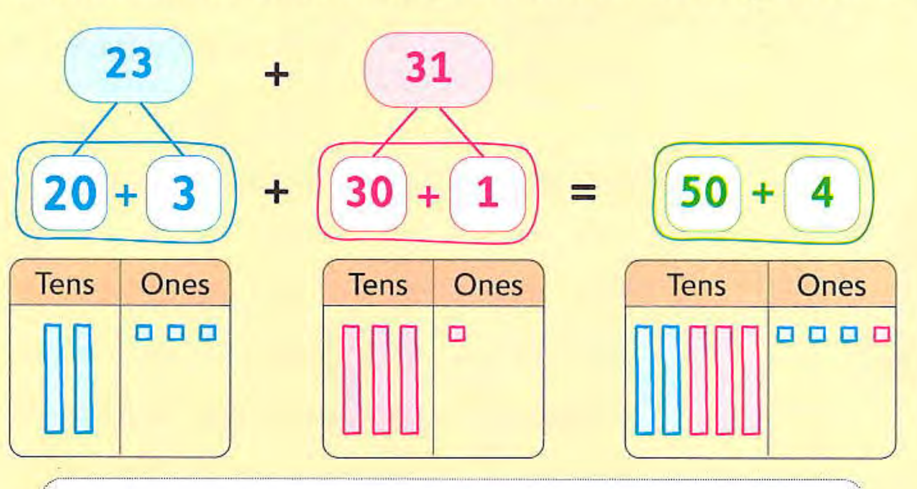
- **Estimate the sum of 23 + 31**

By using the place value strategy.

Think: 20 + 30 = 50

So, the estimation is 50.

- Finding the actual sum to check if the estimation is accepted or is not accepted.



Add the ones : 3 + 1 = 4

Add the tens : 20 + 30 = 50

Find the actual sum : 50 + 4 = 54



The actual sum is **close** to my estimation :

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

Then my estimation is **accepted**.

Notes for parents

- Tell your child that estimation does not give you the actual sum.
- Use the 120 chart to compare his/her estimation and the actual sum.

- **Estimate the sum of** 27 + 38

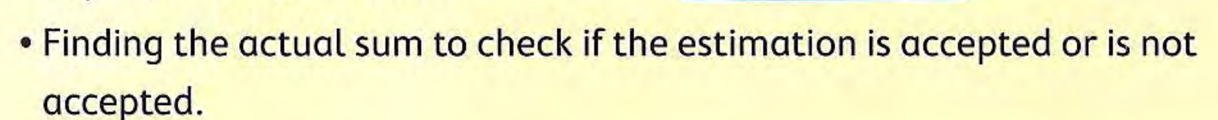


By using the place value strategy.

So, the estimation is 50.



20 + 30 = 50



- Finding the actual sum to check if the estimation is accepted or is not accepted.



Add the ones : 7 + 8 = 15

Add the tens : 20 + 30 = 50

Find the actual sum : 50 + 15 = 65

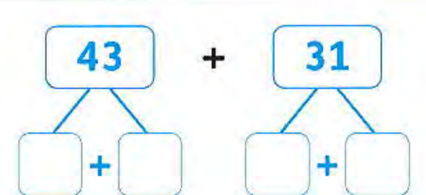


The actual sum is **not close** to my estimation :

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

Then my estimation is **not accepted**.

Check



My estimation is ________

- Add the ones ________ + ________ = ________
- Add the tens ________ + ________ = ________
- Find the actual sum ________ + ________ = ________



My estimation is : Accepted. Not accepted.

- Ask your child to think why that estimation using place value strategy does not always give you accepted estimation.

Exercise 18

On Lesson 7

Comparing the sum and the estimation

1 **Estimate the sum. Find the actual sum.**
Choose if your estimation is accepted or not accepted.

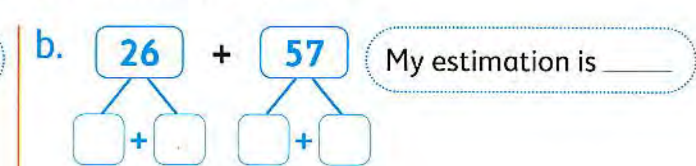
a. 62 + 11 (My estimation is ____)

- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- Find the actual sum ____ + ____ = ____

Choose My estimation is :

Accepted   Not accepted

b. 26 + 57 (My estimation is ____)



- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- Find the actual sum ____ + ____ = ____

Choose My estimation is :

Accepted   Not accepted

c. 24 + 28 (My estimation is ____)

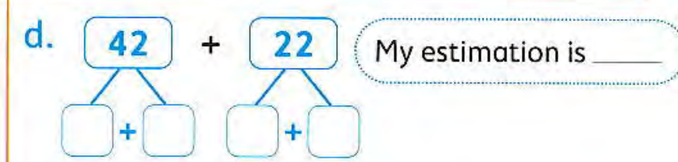


- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- Find the actual sum ____ + ____ = ____

Choose My estimation is :

Accepted   Not accepted

d. 42 + 22 (My estimation is ____)



- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- Find the actual sum ____ + ____ = ____

Choose My estimation is :

Accepted   Not accepted

e. 35 + 59 (My estimation is ____)

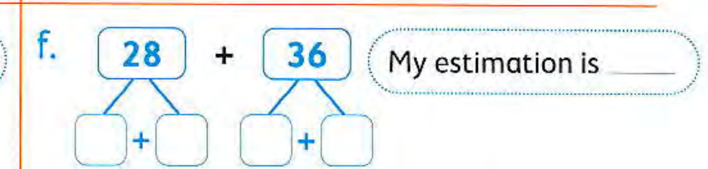


- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- Find the actual sum ____ + ____ = ____

Choose My estimation is :

Accepted   Not accepted

f. 28 + 36 (My estimation is ____)



- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- Find the actual sum ____ + ____ = ____

Choose My estimation is :

Accepted   Not accepted

g. 51 + 42 My estimation is ____

□ + □ □ + □

- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- Find the actual sum ____ + ____ = ____

Choose My estimation is

Accepted   Not accepted

h. 39 + 21 My estimation is ____

□ + □ □ + □

- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- Find the actual sum ____ + ____ = ____

Choose My estimation is :

Accepted   Not accepted

i. 17 + 22 My estimation is ____

□ + □ □ + □

- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- Find the actual sum ____ + ____ = ____

Choose My estimation is :

Accepted   Not accepted

j. 11 + 31 My estimation is ____

□ + □ □ + □

- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- Find the actual sum ____ + ____ = ____

Choose My estimation is :

Accepted   Not accepted

2 **Estimate the sum. Find the actual sum. Choose if your estimation is accepted or not accepted.**

a. 31 + 22

Estimation = ____

Actual sum = ____

Accepted   Not accepted

b. 48 + 37

Estimation = ____

Actual sum = ____

Accepted   Not accepted

c. 

Estimation = ____

Actual sum = ____

Accepted   Not accepted

d. 19 + 71

Estimation = ____

Actual sum = ____

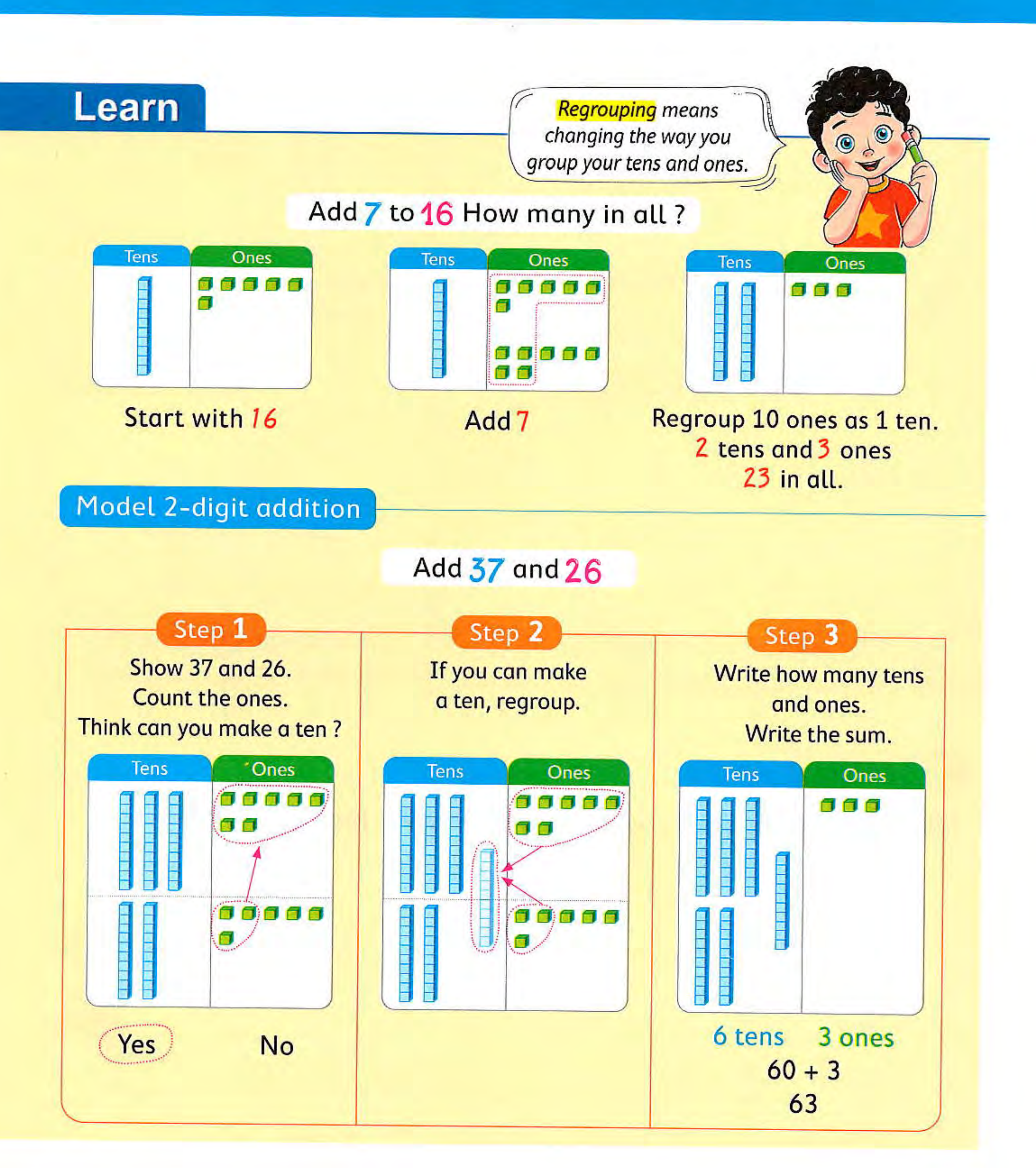
Accepted   Not accepted



Place a smiley face

Lessons **8 & 9**

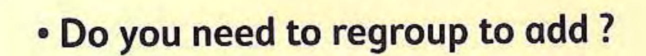
• Adding by regrouping ones
• More of adding by regrouping ones

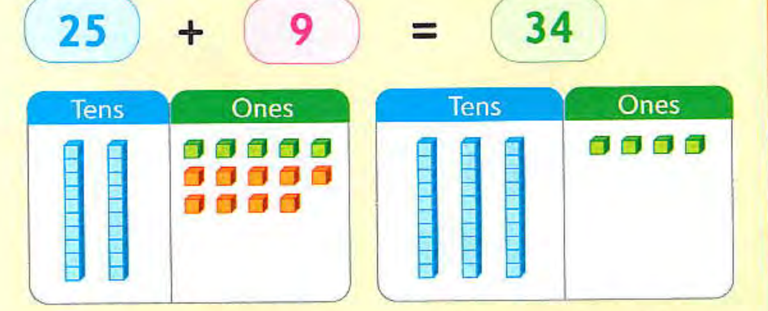


Notes for parents

- Ask your child how to group 5 ones and 8 ones as tens and ones (1 ten and 3 ones).

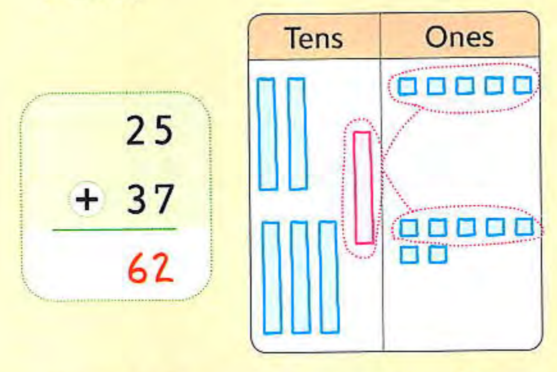
- **Do you need to regroup to add ?**





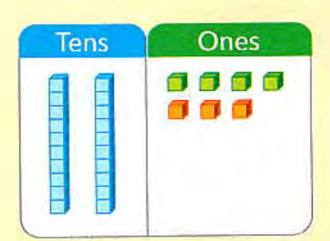
Start with 25. Add 9.
You have more than 9 ones.

You need to regroup.

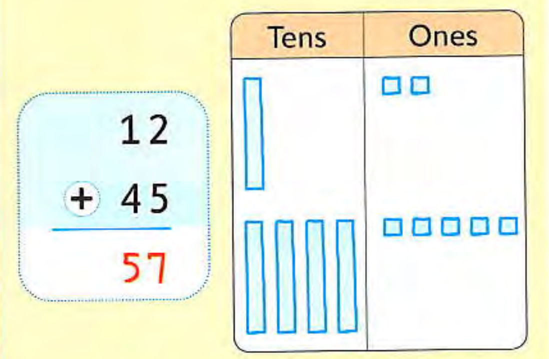


The total ones is more than 9.
You need to regroup, then regroup 12 ones as 1 ten 2 ones.





You have less than 10 ones.
You do not need to regroup.



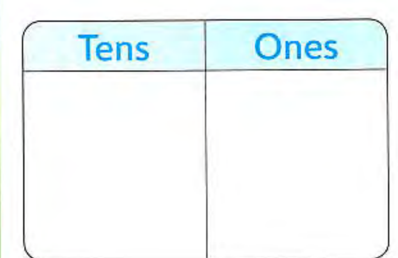
The total ones is less than 10.
You do not need to regroup.

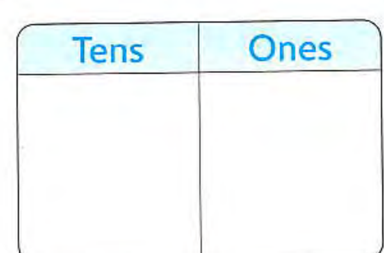
Check

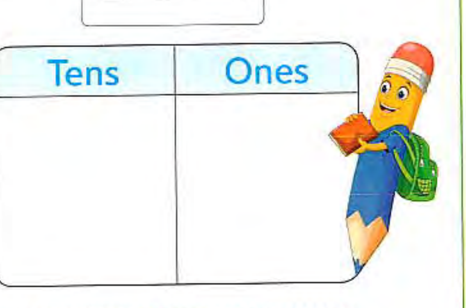


Find the sum. Choose if you add with or without regrouping.

43 + 18 = ______







Choose : With regrouping | Without regrouping

Notes for parents

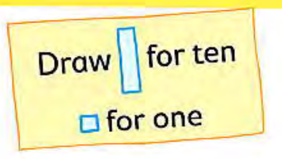
- Ask your child why regrouping is needed to find sum 67+5.

Exercise 19

On Lessons 8 & 9

- Adding by regrouping ones
- More of adding by regrouping ones

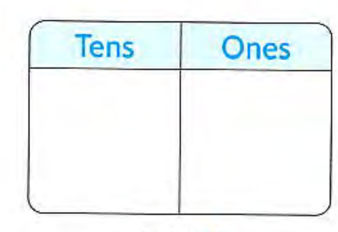




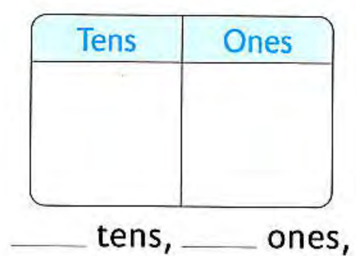
a. Add 34 + 8



Show 34



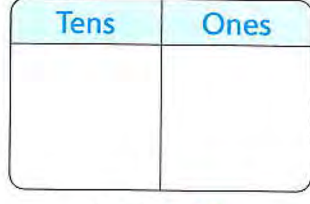
Add 8



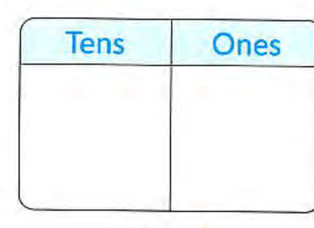
_____ tens, _____ ones,

_____ in all.

b. Add 52 + 9



Show 52



Add 9



_____ tens, _____ ones,

_____ in all.

c. Add 27 + 6

Tens	Ones

Show 27



Add 6

Tens	Ones

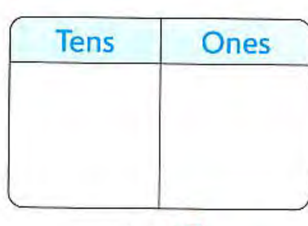
_____ tens, _____ ones,

_____ in all.

d. Add 45 + 7

Tens	Ones

Show 45



Add 7

Tens	Ones

_____ tens, _____ ones,

_____ in all.

2 **Draw sticks for tens and small squares for ones to represent each addend. Regroup the ones. Find the sum.**

a. 23 + 39 = ______

Tens	Ones

Tens	Ones

Tens	Ones

b. 58 + 15 = ______

Tens	Ones



Tens	Ones

Tens	Ones

c. 74 + 16 = ______

Tens	Ones

Tens	Ones

Tens	Ones

d. 65 + 26 = ______

Tens	Ones

Tens	Ones

Tens	Ones

3 Use | Tens | Ones |, draw and .

The first one is done for you.

Show this many.	Add this many.	Do you need to regroup ?	Add.
a. 36	8	Yes	36 + 8 = 44
b. 23	4	______	23 + 4 = ______
c. 19	5	______	19 + 5 = ______
d. 75	3	______	75 + 3 = ______
e. 34	37	______	34 + 37 = ______
f. 58	24	______	58 + 24 = ______
g. 72	15	______	72 + 15 = ______

4 Find the sum. Choose if you add with or without regrouping.

a. 26 + 53 = ______

Tens	Ones

Tens	Ones

Tens	Ones

Choose : With regrouping Without regrouping

b. 49 + 12 = ______

Tens	Ones

Tens	Ones

Tens	Ones

Choose : With regrouping Without regrouping

c. 37 + 23 = ______

Tens	Ones

Tens	Ones

Tens	Ones

Choose : With regrouping Without regrouping

5 Find the sum of each of the following.

a. 34 + 7 = ____

b. 19 + 8 = ____

c. 7 + 45 = ____

d. 28 + 5 = ____

e. 17 + 29 = ____

f. 23 + 35 = ____

g. 41 + 14 = ____

h. 74 + 16 = ____

i. 46 + 38 = ____

j. 28 + 14 = ____

k. 76 + 17 = ____

l. 69 + 25 = ____

m. 53 + 18 = ____

n. 35 + 35 = ____

o. 39 + 19 = ____

p. 48 + 27 = ____

6 Find the sum of each of the following.

a. 34 + 12 = ____

b. 22 + 14 = ____

c. 15 + 17 = ____

d. 29 + 8 = ____

e. 61 + 19 = ____

f. 39 + 28 = ____

g. 27 + 27 = ____

h. 49 + 14 = ____

i. 28 + 43 = ____

j. 29 + 49 = ____

k. 73 + 7 = ____

l. 30 + 17 = ____



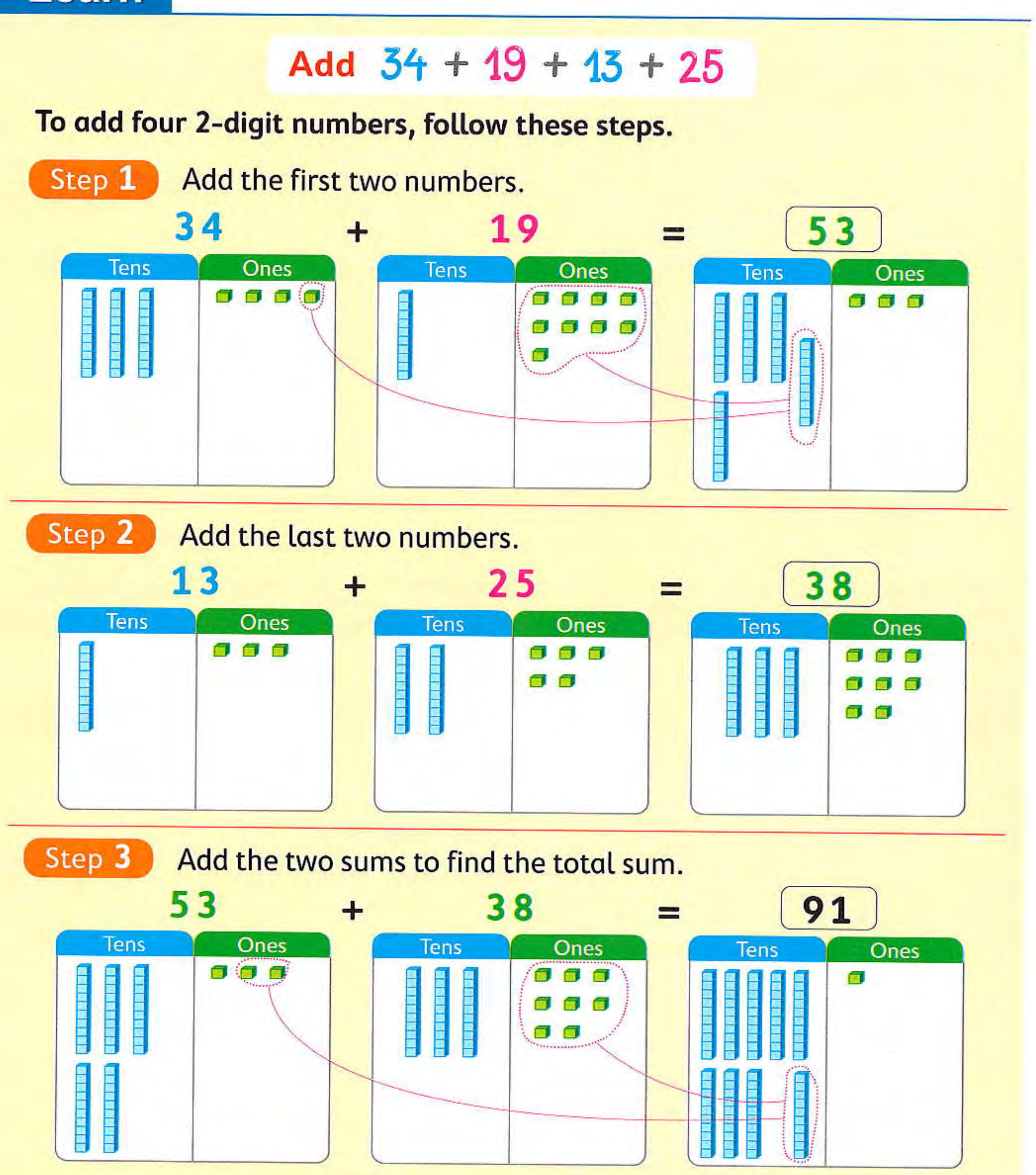
Lesson 10

Adding more than two numbers by regrouping ones

Learn

Add 34 + 19 + 13 + 25

To add four 2-digit numbers, follow these steps.



Notes for parents

- Your child can choose any two numbers to add first because he/she can add in any order.



Add to find the total.

14 + 22 + 36 + 17

____ + ____ = ____ ____ + ____ = ____

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones

____ + ____ = ____

Tens	Ones	Tens	Ones	Tens	Ones

27 + 19 + 21 + 13

____ + ____ = ____ ____ + ____ = ____

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones

____ + ____ = ____

Tens	Ones	Tens	Ones	Tens	Ones

- Your child can look for numbers that make a ten such as 19 + 21.

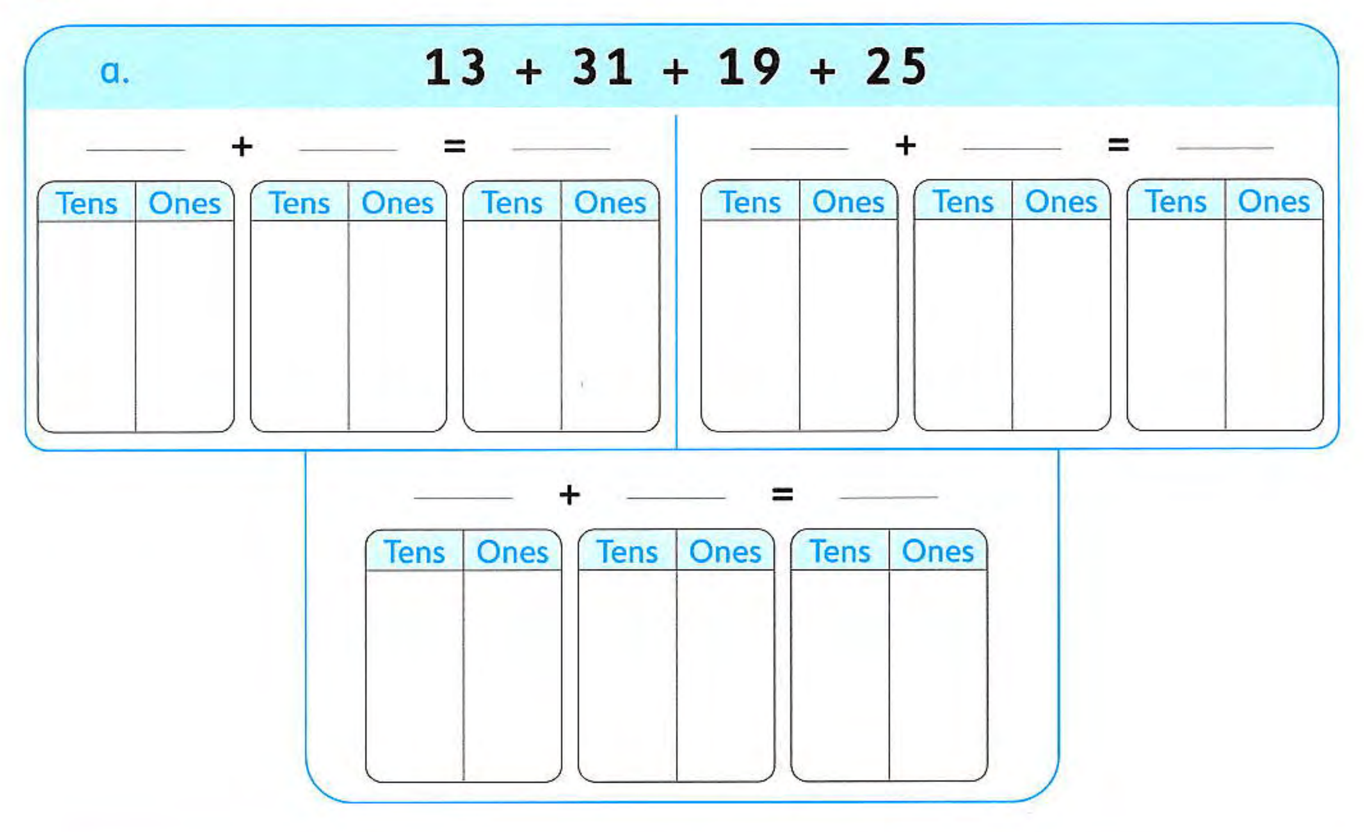
Exercise 20

On Lesson 10

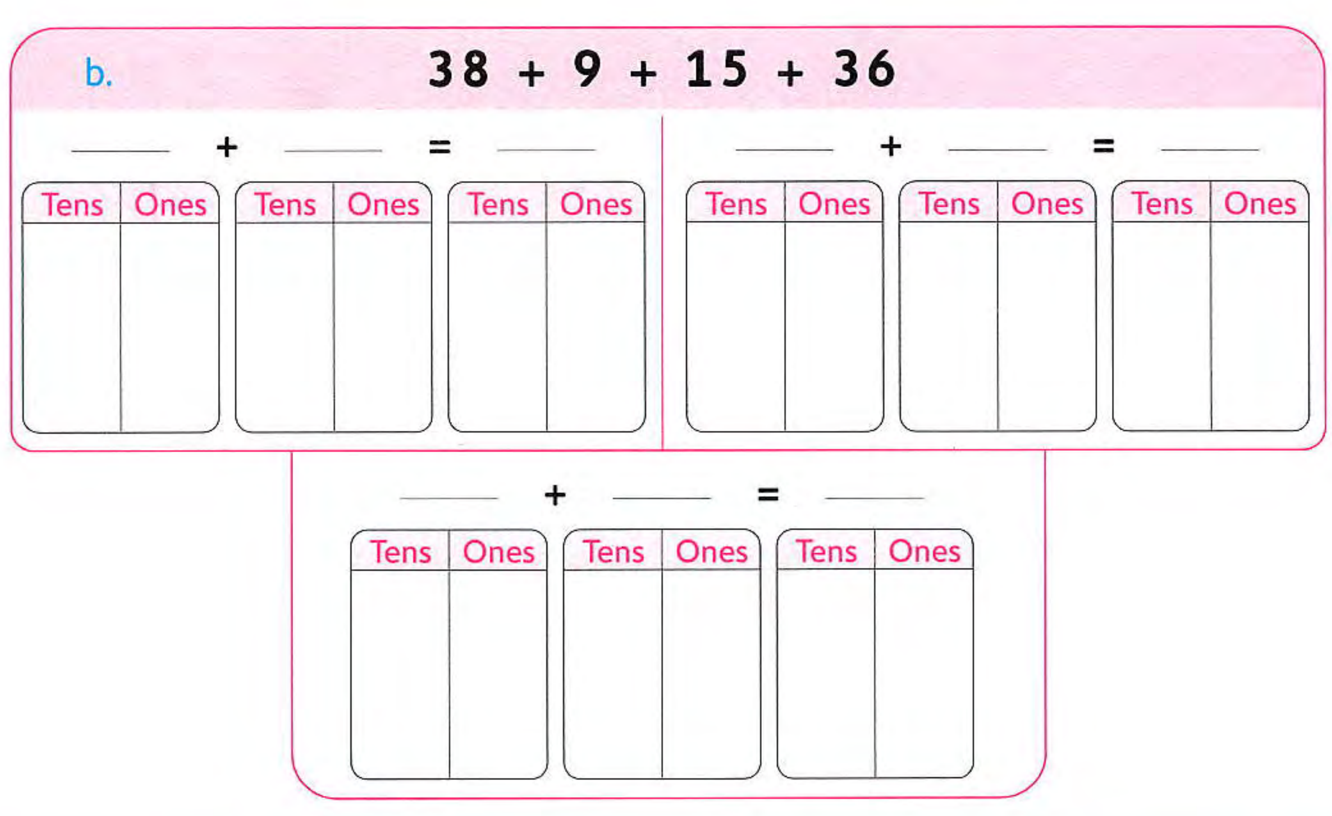
Adding more than two numbers by regrouping ones

1 Add to find the total.

a. 13 + 31 + 19 + 25



b. 38 + 9 + 15 + 36



2 **Add each of the following.**

a) 14 + 27 + 18 + 26

b) 9 + 27 + 15 + 36

c) 48 + 7 + 12 + 15

d) 57 + 5 + 19 + 17

e) 37 + 25 + 12 + 17

f) 23 + 18 + 31 + 9

g) 17 + 18 + 19 + 16

h) 17 + 28 + 14 + 16





Place a smiley face



Assessment Chapter 4

1 Choose the correct answer.

a. 51 + 23 is about ____
- ◯ 50
- ◯ 60
- ◯ 70
- ◯ 80

b. 62 – 44 is about ____
- ◯ 20
- ◯ 40
- ◯ 80
- ◯ 90

c. 12 + 32 is about ____
- ◯ 30
- ◯ 40
- ◯ 50
- ◯ 60

2 Add.

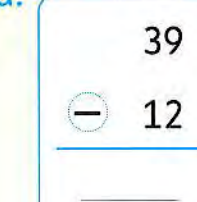
a. 24 + 35 = ____

b. 52 + 29 = ____

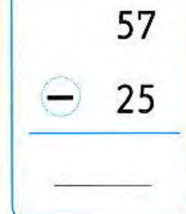
c. 18 + 4 = ____

d. 64 + 12 = ____

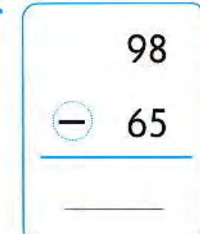
3 Subtract.



a. 39 − 12 = ____



b. 57 − 25 = ____



c. 98 − 65 = ____

d. 29 − 7 = ____

4 Bassem has **26** coins. He gave his brother **13** coins.

How many coins are left with him ?

____

____

____



5 Find the sum.

a. 15 + 27 + 28 + 13 = ____

b. 32 + 17 + 27 + 9 = ____

Accumulative Assessment

Till chapter 4

1 Choose the correct answer.

a. The value of the digit 5 in 542 is ___ (5 or 50 or 500)

b. 27 + 10 = ___ (17 or 37 or 28)

c. 79 ___ 210 (> or = or <)

d. 17 − ___ = 8 (7 or 8 or 9)

e. ___ + 8 = 14 (6 or 8 or 9)

2 Find the result.

a. 25 + 17 = ___

b. 32 + 47 = ___

c. 87 − 12 = ___

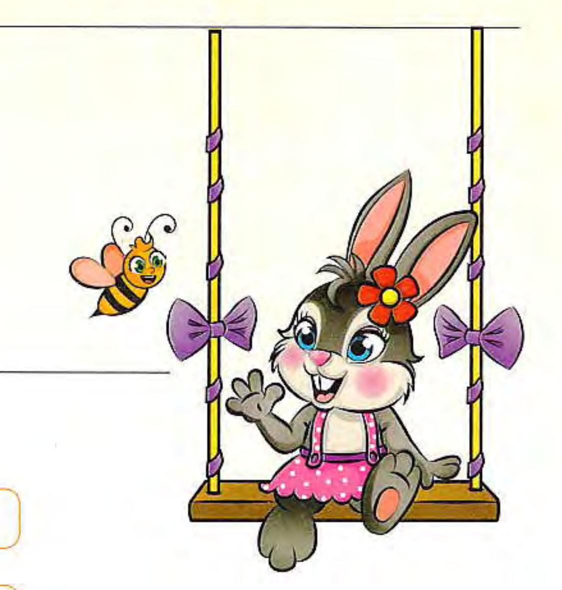
d. 39 − 25 = ___

3 Write in standard form.

a. 700 + 50 + 9 ___

b. Two hundred thirty-four ___

c. 8 hundreds 5 ones ___

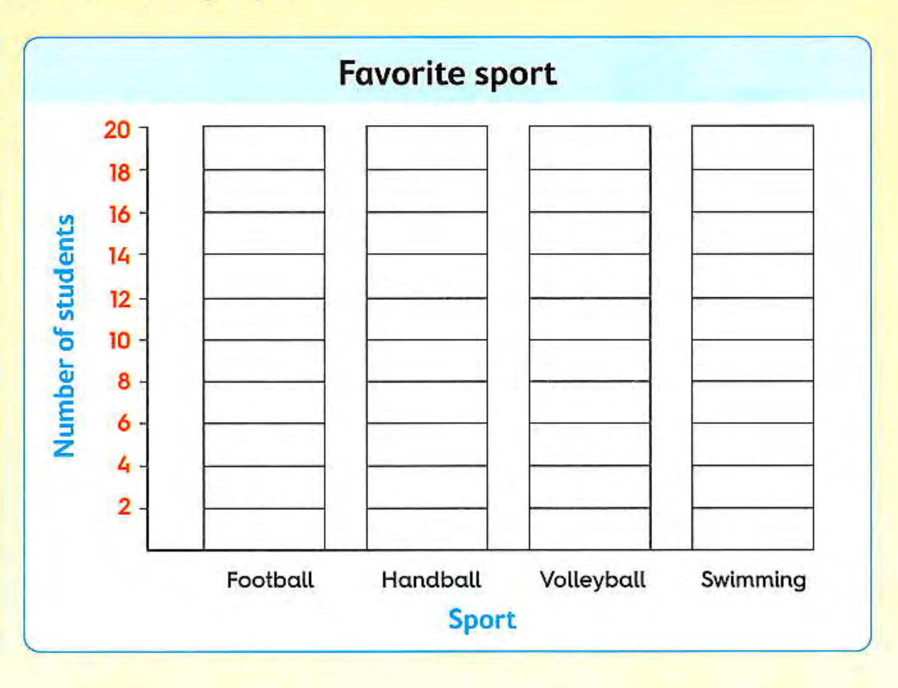


4 Match.

a. 34 + 15	83
b. Thirty-eight	65
c. 79 − 14	49
d. 79 < ___	38

5 Read the table to color the bar graph.

Favorite sport	
Sport	**Number of students**
Football	16
Handball	8
Volleyball	12
Swimming	18



Answer the questions.

a. What is the number of students who liked football and handball ? ——

b. How many more students liked swimming than volleyball ? ——

c. What is the number of students who liked football , handball , volleyball and swimming ? ——



CHAPTER 5



Outcomes of chapter five :

At the end of chapter five, your child will be able to:

▶ Lessons 1 & 2

- Participate in calendar math activities.
- Describe the attributes of two-dimensional shapes.
- Sort two-dimensional shapes based on attributes.
- Identify and name two-dimensional shapes.
- Identify shapes that have specified attributes.

▶ Lessons 3 & 4

- Participate in calendar math activities.
- Identify and draw two-dimensional shapes based on given attributes.
- Describe and identify two-dimensional shapes by their attributes.
- Arrange two-dimensional shapes to create a picture.

▶ Lessons 5 to 7

- Participate in calendar math activities.
- Measure the lengths of objects in centimeters.
- Describe strategies for accurately measuring the lengths of objects.
- Explain the relationship between centimeters and meters.
- Measure objects to the nearest centimeter.
- Estimate lengths of objects to benchmark lengths of 1, 10, 50 and 100 cm.
- Estimate and confirm the length of an object.
- Measure the sides of two-dimensional shapes.

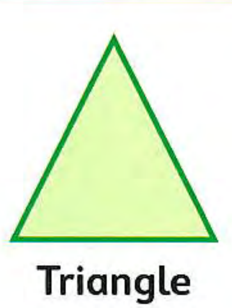
▶ Lessons 8 to 10

- Participate in calendar math activities.
- Identify and count attributes of three-dimensional shapes.
- Sort three-dimensional shapes based on attributes.
- Describe the attributes of three-dimensional shapes.
- Identify and name three-dimensional shapes.
- Identify three-dimensional shapes based on attributes.
- Build three-dimensional shapes.

Lessons 1 & 2

• Attributes of 2-dimensional shapes
• Sorting 2-dimensional shapes

Learn 1 Attributes of 2-dimensional shapes



Triangle

The triangle has :
- 3 sides
- 3 vertices



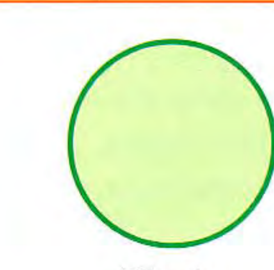
Square

The square has :
- 4 sides equal in length
- 4 vertices



Rectangle

The rectangle has :
- 4 sides
  (2 sides are short and
  2 sides are long)
- 4 vertices



Circle

The circle has :
no sides, no vertices

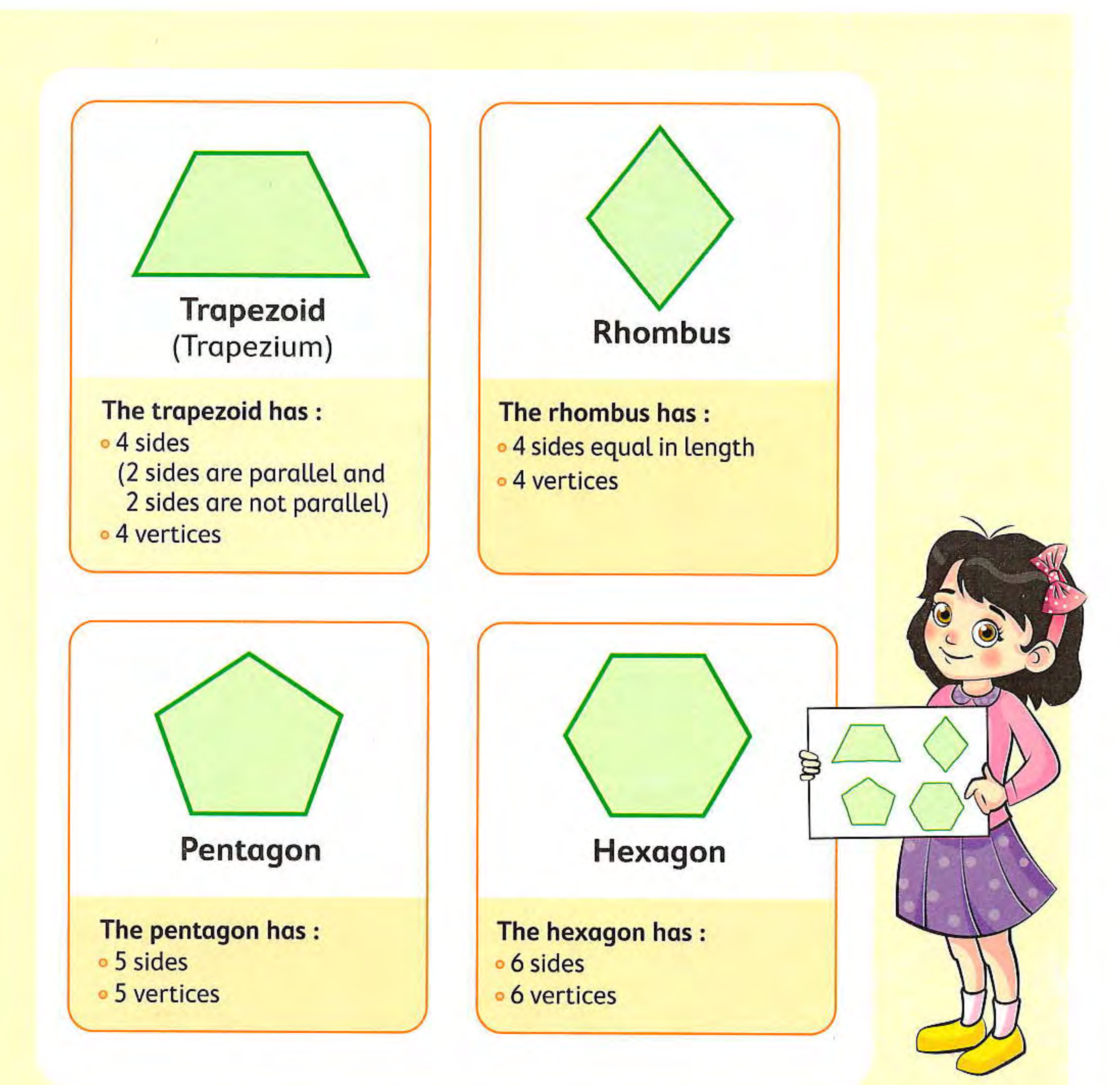


Remember

- Each two sides meet at a vertex.
- A two-dimensional shape is a flat shape.

Notes for parents

• Ask your child to show you an example of each shape in your home.



Hint

All two-dimensional shapes with 4 sides and 4 vertices are called "quadrilaterals" (for example : square, rectangle, trapezoid and rhombus).

- Help your child understand the meaning of "parallel". Give examples as railway.

Check

Complete the table. The first one is done for you.

Shape	Name	Number of sides	Number of vertices
a.	Square	4	4
b.	____	____	____
c.	____	____	____
d.	____	____	____
e.	____	____	____
f.	____	____	____
g.	____	____	____

Notes for parents

- Help your child determine the number of sides and the number of vertices of each shape.

Learn 2 Sorting 2-dimensional shapes

Shapes may be sorting based on their attributes.

Triangles

These triangles look different but each one of them has 3 sides and 3 vertices.

Pentagons

Quadrilaterals

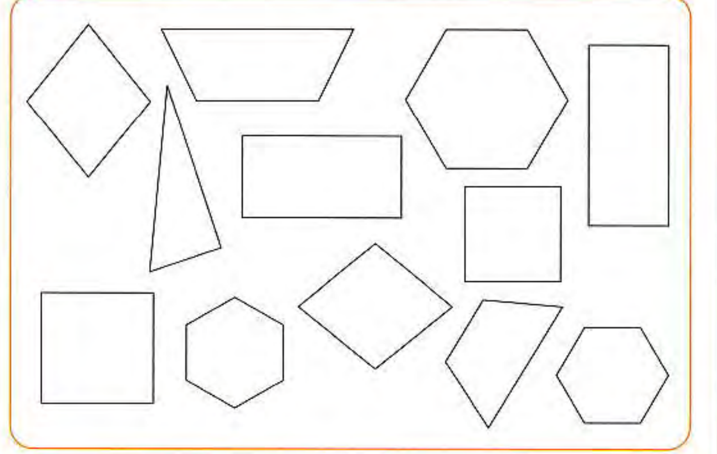
"Quadrilateral"
- *"**Quad**" means "**4**"*
- *"**Lateral**" is related to the word "**side**"*
- *A quadrilateral is a shape made up of **4** sides.*

Hexagons

Check

Color.

- Color the hexagons red.
- Color the triangles green.
- Color the trapezoids blue.
- Color the rhombuses yellow.
- Color the squares pink.
- Color the rectangles brown.



• Help your child know that changing the size and the position of any shape does not change its name.

Exercise 21

On Lessons 1 & 2

- **Attributes of 2-dimensional shapes**
- **Sorting 2-dimensional shapes**



1 Use (blue crayon) to label each side. Use (red crayon) to label each vertex.

Write the name, and how many sides and vertices there are.

a.
Name : _____
_____ sides
_____ vertices

b.
Name : _____
_____ sides
_____ vertices

c.
Name : _____
_____ sides
_____ vertices

d.
Name : _____
_____ sides
_____ vertices

e.
Name : _____
_____ sides
_____ vertices

f.
Name : _____
_____ sides
_____ vertices

g.
Name : _____
_____ sides
_____ vertices

h.
Name : _____
_____ sides
_____ vertices

2 From the following shapes answer the questions.

Color the shapes with 5 vertices yellow.

Color the shapes with 4 sides and 4 vertices green.

Color the shapes with more than 5 vertices red.

Color the shapes with 3 or fewer sides blue.

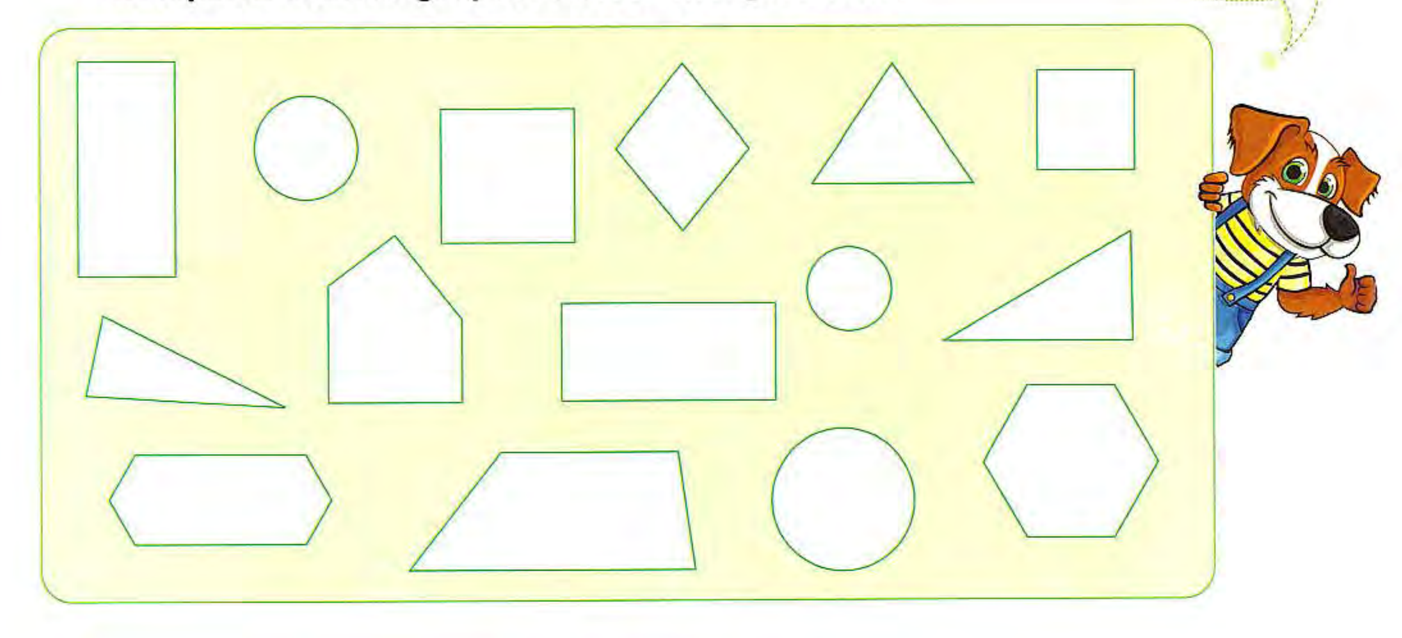
Cross out the shapes that have 4 equal sides.

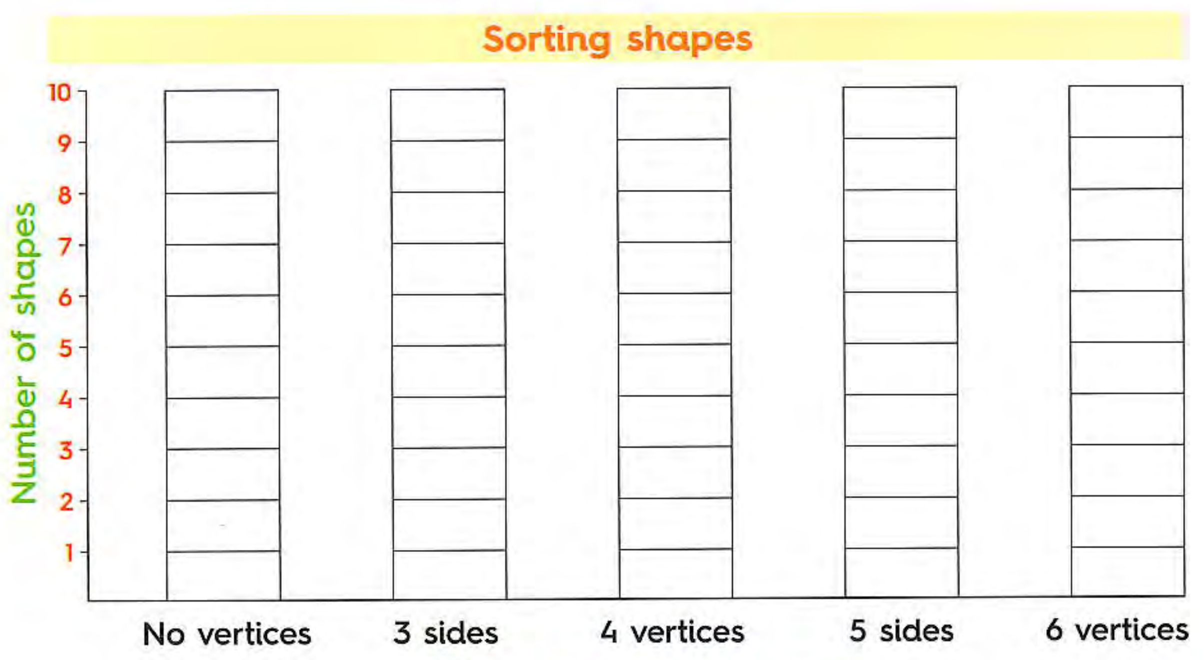
Circle the shapes that have no straight sides or vercices.



3 Sort the shapes by the number of sides and vertices. Complete the bar graph. Answer the questions.

Remember : Color 1 box for each shape.





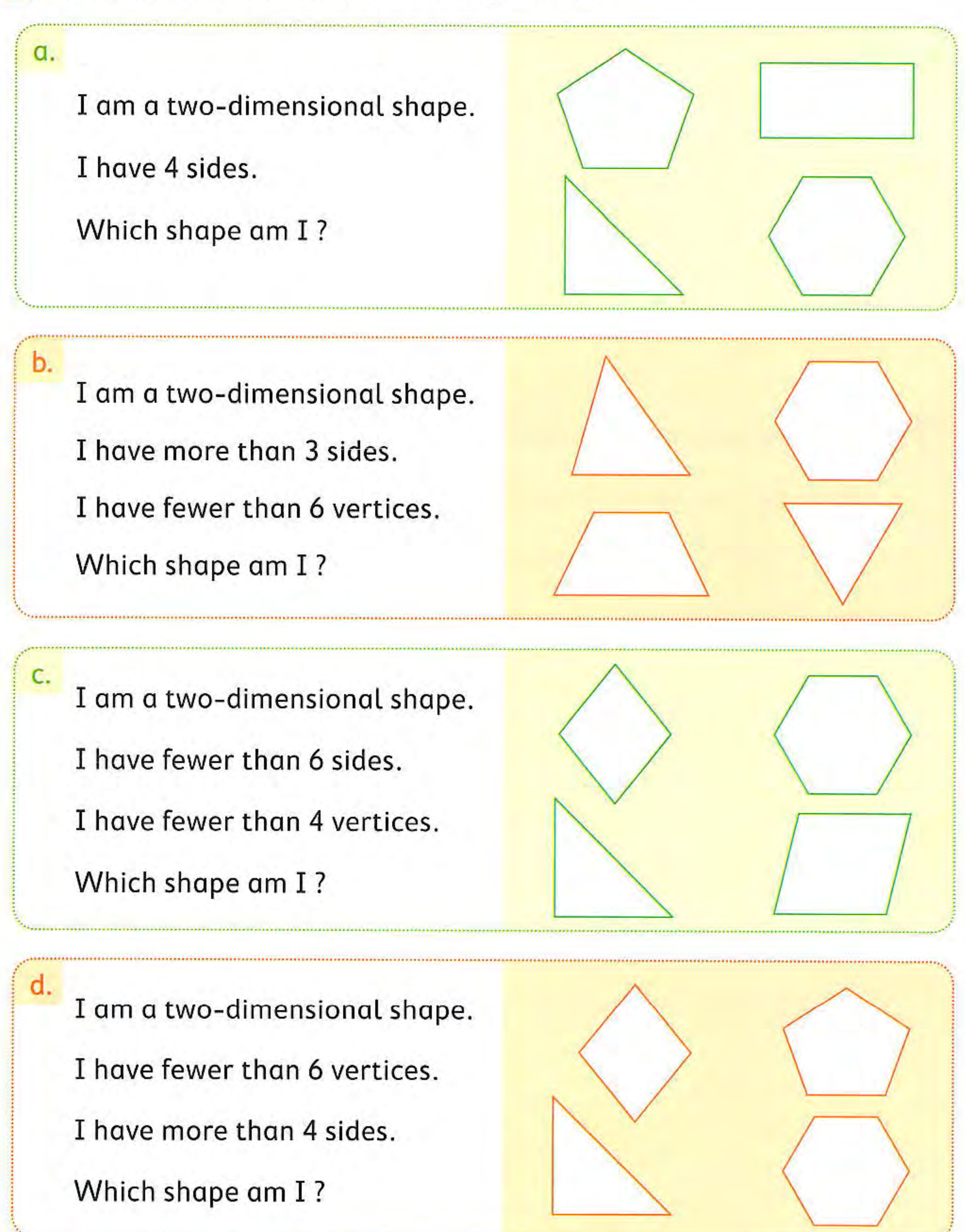
a. Do more shapes have 3 sides or 5 sides ? ________

b. Do more shapes have 4 vertices or no vertices ? ________

c. How many squares and rectangles are there ? ________

d. How many quadrilaterals are there ? ________

4 Circle the shape that answers the question.



a.

I am a two-dimensional shape.

I have 4 sides.

Which shape am I ?

b.

I am a two-dimensional shape.

I have more than 3 sides.

I have fewer than 6 vertices.

Which shape am I ?

c.

I am a two-dimensional shape.

I have fewer than 6 sides.

I have fewer than 4 vertices.

Which shape am I ?

d.

I am a two-dimensional shape.

I have fewer than 6 vertices.

I have more than 4 sides.

Which shape am I ?

5 Complete.



a. The rectangle has ______ sides and ______ vertices.

b. The ______________ has 3 sides and 3 vertices.

c. The ______________ has 5 sides.

d. The ______________ has 6 sides.

e. The ______________ has no sides.

f. The ______ , ______ , ______ , ______ are quadrilaterals.

6 Put (✓) to the correct statement or (✗) to the incorrect statement.

a. The hexagon is a quadrilateral. (   )

b. The number of sides of the square equals 4. (   )

c. The triangle has 4 sides. (   )

d. The rectangle has 4 vertices. (   )

e. The circle has 1 side. (   )

7 Match.



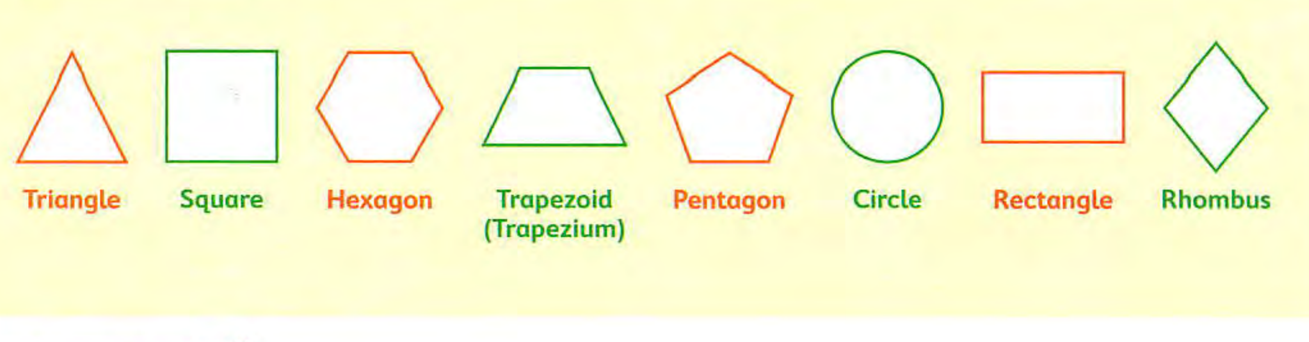
a. Square has	5 sides
b. Hexagon has	3 sides
c. Pentagon has	0 sides
d. Triangle has	4 sides
e. Circle has	6 sides

Place a smiley face

Lessons 3 & 4

• Drawing geometric shapes
• Creating a picture using 2-dimensional shapes

Remember



Check

Draw the shapes. Write the names as the example.

Example

Draw a shape with 4 sides and 4 vertices.

rectangle

Draw a different shape with 4 sides and 4 vertices.

Draw a shape with 0 vertices.

Draw a shape with 3 sides and 3 vertices.

Draw a shape with 6 sides and 6 vertices.

Draw a shape with 5 sides and 5 vertices.

Notes for parents

- Your child will draw the shapes on the air before in the paper. Sometimes there is more than one correct answer as in numbers 1 and 2.

Exercise 22

On Lessons 3 & 4

- Drawing geometric shapes
- Creating a picture using 2-dimensional shapes

1 Match.

a. The shape with 4 sides equal in length	Hexagon
b. The shape with 5 sides	Circle
c. The shape with 6 sides	Pentagon
d. The shape with 4 sides (2 short sides equal in length, 2 long sides equal in length)	Square
e. The shape with 0 vertices	Rectangle

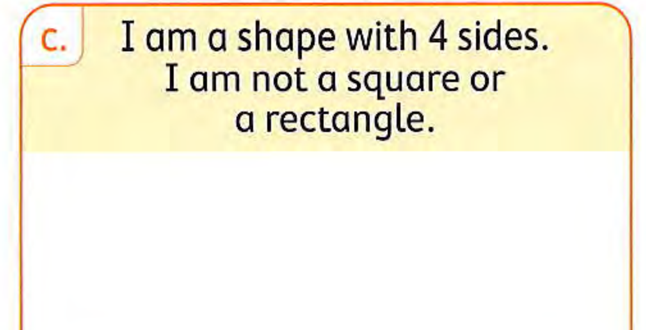
2 **What shape am I ? Draw the shapes. Write the names.**

a. I am a shape with 4 sides equal in length.

____

b. I am a shape with 4 sides (2 short sides equal in length, 2 long sides equal in length).

____



c. I am a shape with 4 sides.
I am not a square or
a rectangle.

d. I am a shape with 4 sides.
I am not a square.

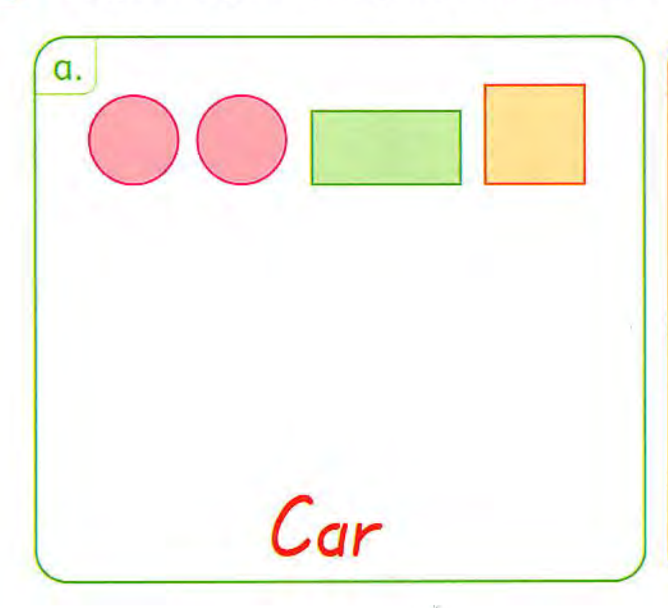


e. I am a shape with 0 vertices.

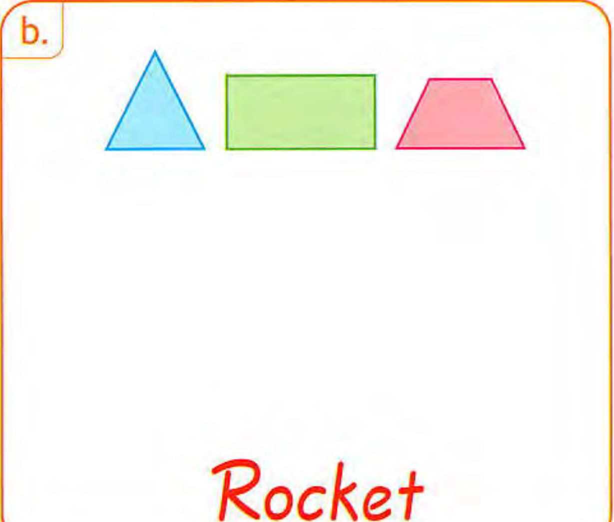
f. I am a shape with 6 sides and
6 vertices.

3 **Using the given shapes, draw to create a picture.**

a.



b.



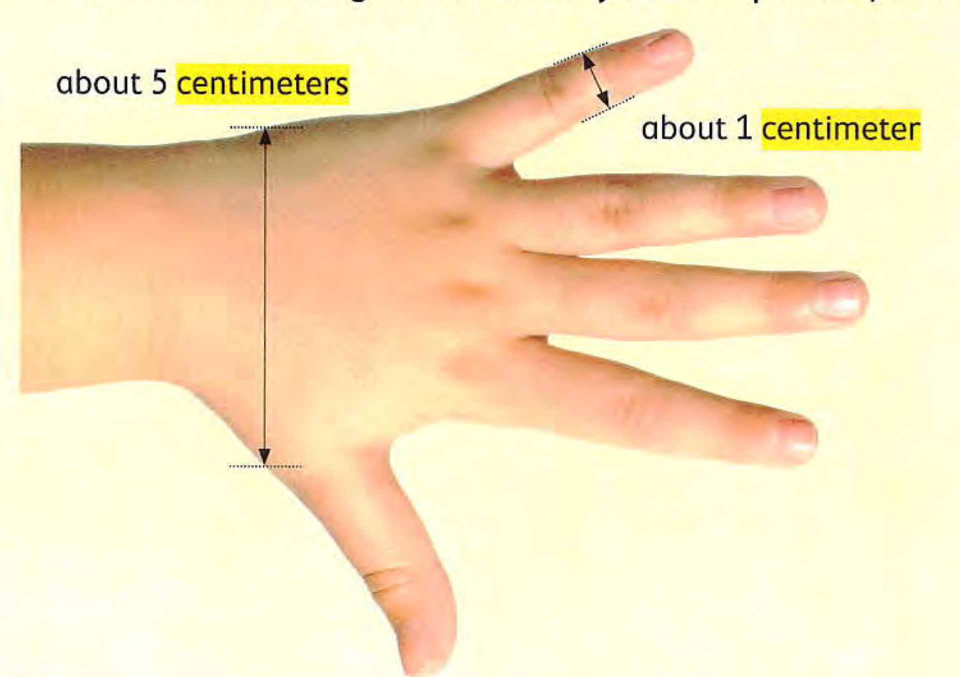


Lessons 5 to 7

- Measuring the length in centimeters
- Estimating the length
- Measuring the side length of a geometric shape

Learn 1 Measuring the length in centimeters

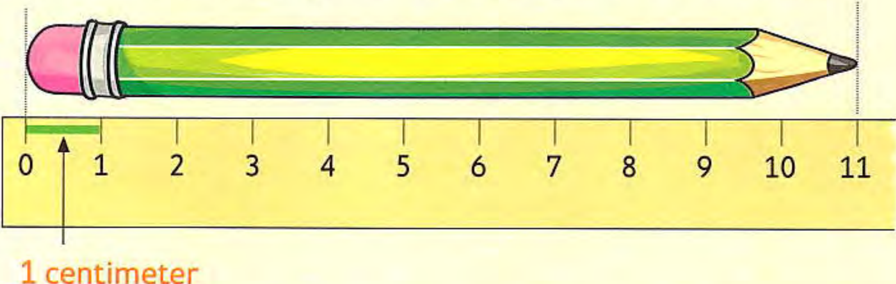
- The length of an object is how long it is.
- A centimeter (cm) is a small standard unit of measuring length, used to measure the length of small objects as : pencils, books and erasers.



Your finger is about 1 centimeter across.



- **What is the length of the pencil in centimeters ?**



A ruler is a measurement tool used to measure the length of small objects.

- **How to use a ruler to measure the length of any object as a pencil ?**

Step 1

Line up one end of the pencil with the zero mark on the ruler.

Step 2

Find the centimeter mark on the ruler that is at the other end of the pencil.

Notes for parents

- Let your child use a ruler to measure one of his/her fingers.
- Help your child use centimeter ruler to measure objects at home.



Measure the length of each object.

_____ centimeter

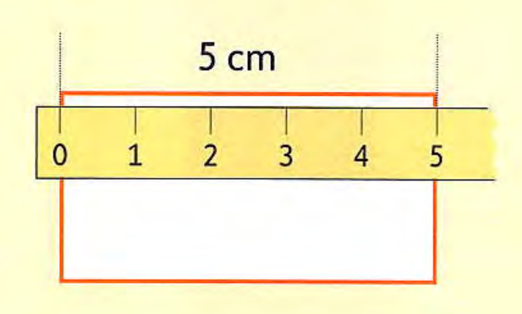
_____ centimeter

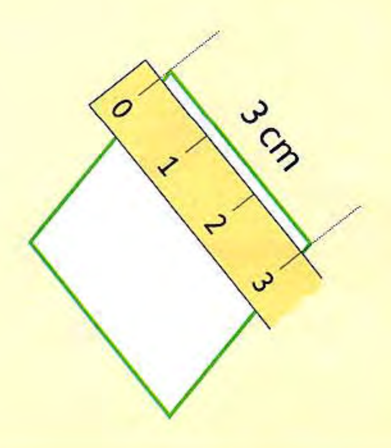
_____ centimeter

_____ centimeter

Learn 2 Measuring the side length of a geometric shape

You can measure the side length of a geometric by using a ruler as the following.





- Have your child measure some objects around your home using a centimeter ruler.
- Give your child 4 strings of lengths 1 cm, 10 cm , 50 cm and 100 cm and ask him/her to use them to find 4 objects of length 1 cm, 10 cm , 50 cm and 100 cm at home.

Learn 3 Measuring the length in meters

- Centimeters are used to measure short lengths.
  Meters are used to measure distances and longer lengths.



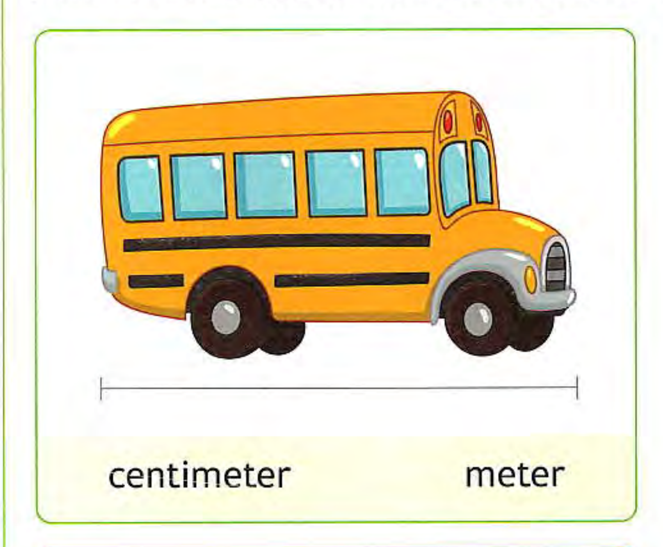
- A meter (m) is the same as 100 centimeters.

Remember :
A finger is about 1 centimeter across.

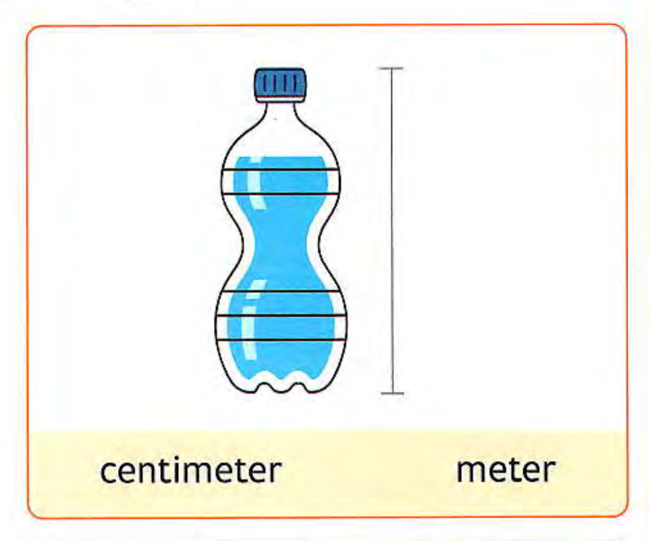
1 m = 100 cm

Check 

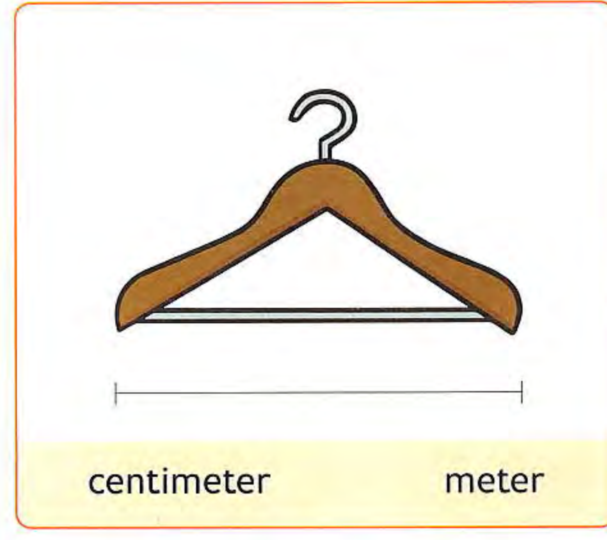
Choose the suitable unit to measure each object.



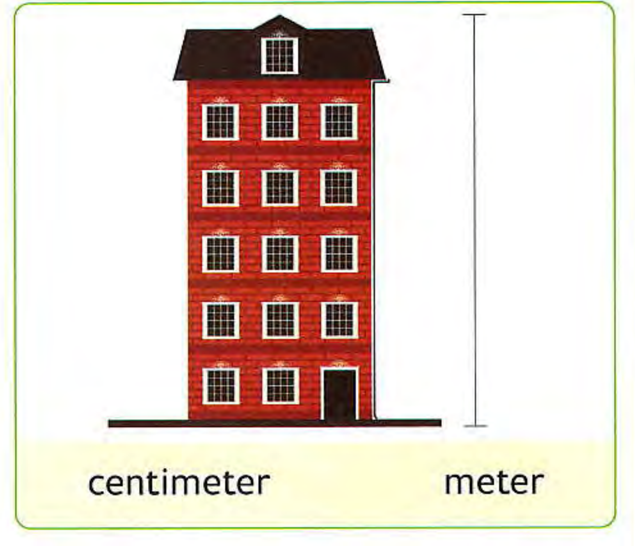
centimeter meter



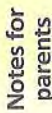
centimeter meter



centimeter meter

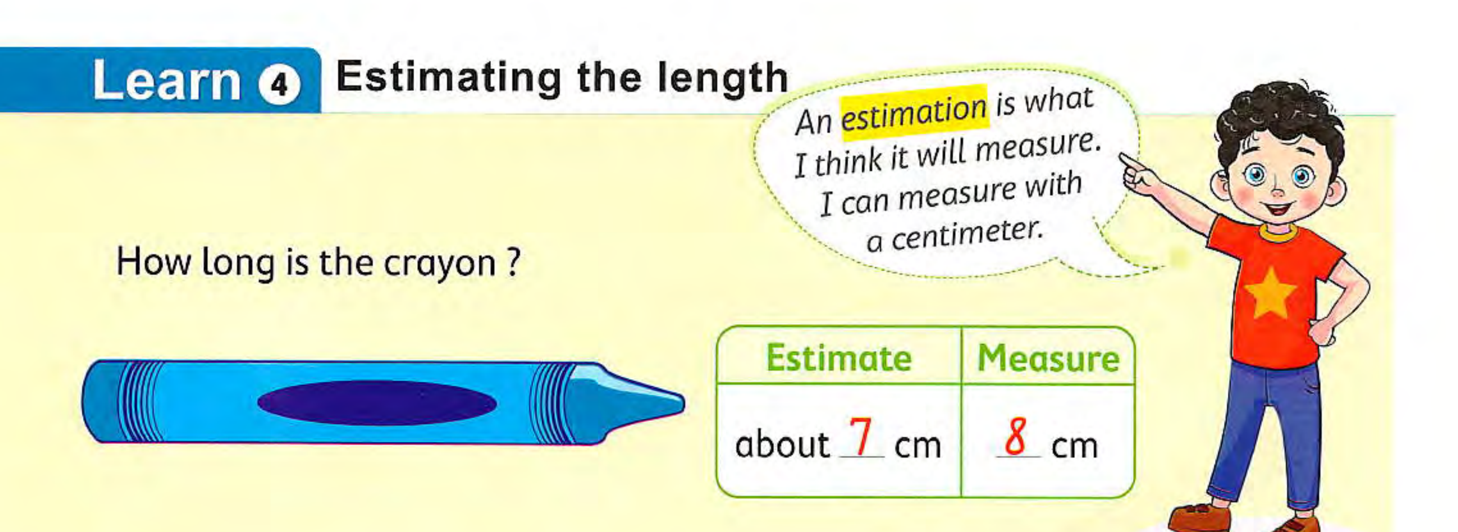


centimeter meter



• Ask your child to find something at home is about 1 meter in length, width or height.

Learn 4 Estimating the length



How long is the crayon ?

Estimate	Measure
about 7 cm	8 cm

Check

Estimate the length of each object. Then use a ruler to measure.

Estimate	Measure
____	____

Estimate	Measure
____	____

Estimate	Measure
____	____

Estimate	Measure
____	____

Estimate	Measure
____	____

Estimate	Measure
____	____

- Ask your child to use the width of his/her finger to estimate the length of a notebook in centimeters.
- Ask him/her to measure the length of the toy, then compare the actual length to his/her estimation.

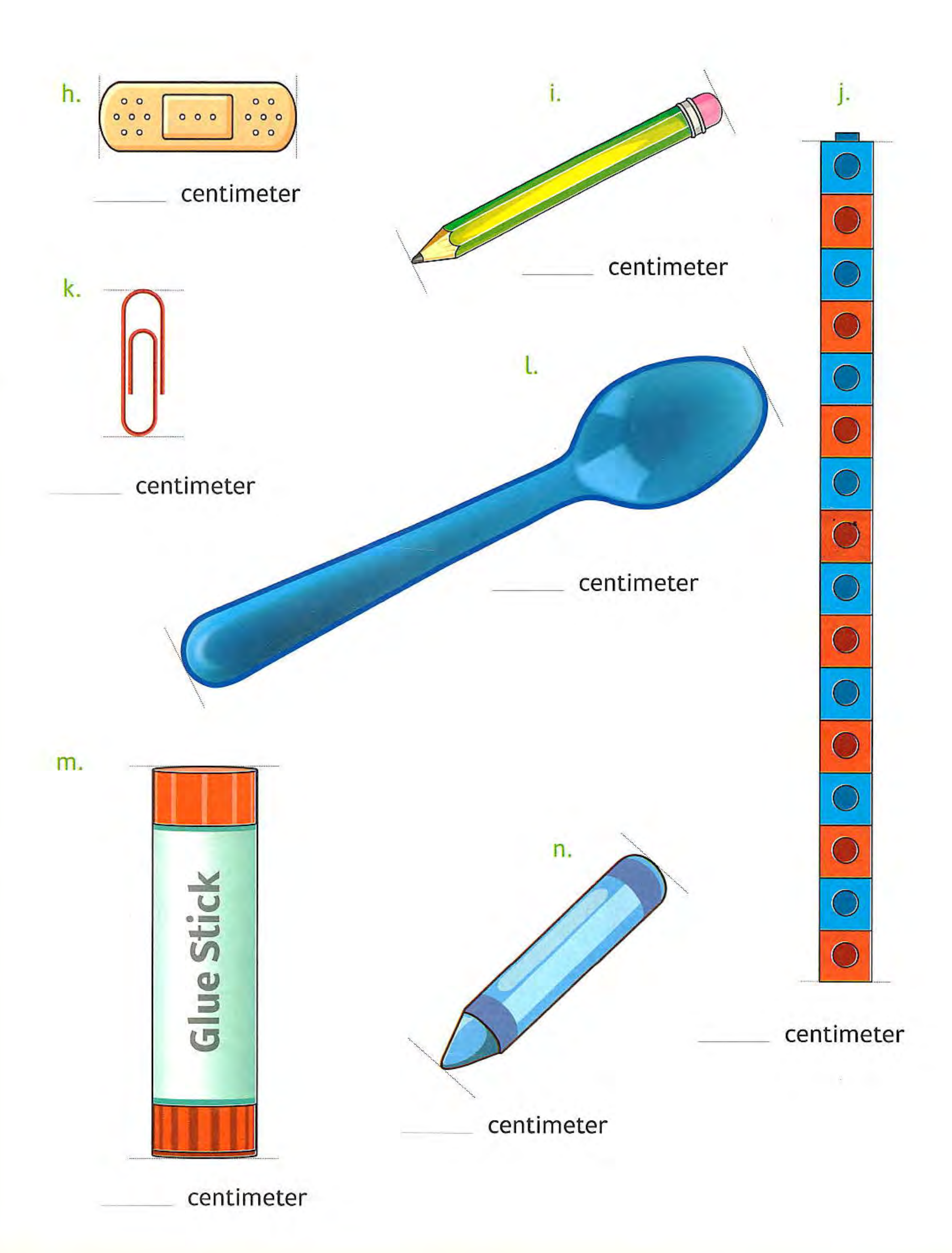
Exercise 23

On Lessons 5 to 7

- Measuring the length in centimeters
- Estimating the length
- Measuring the side length of a geometric shape

1 Use the ruler to measure each object.

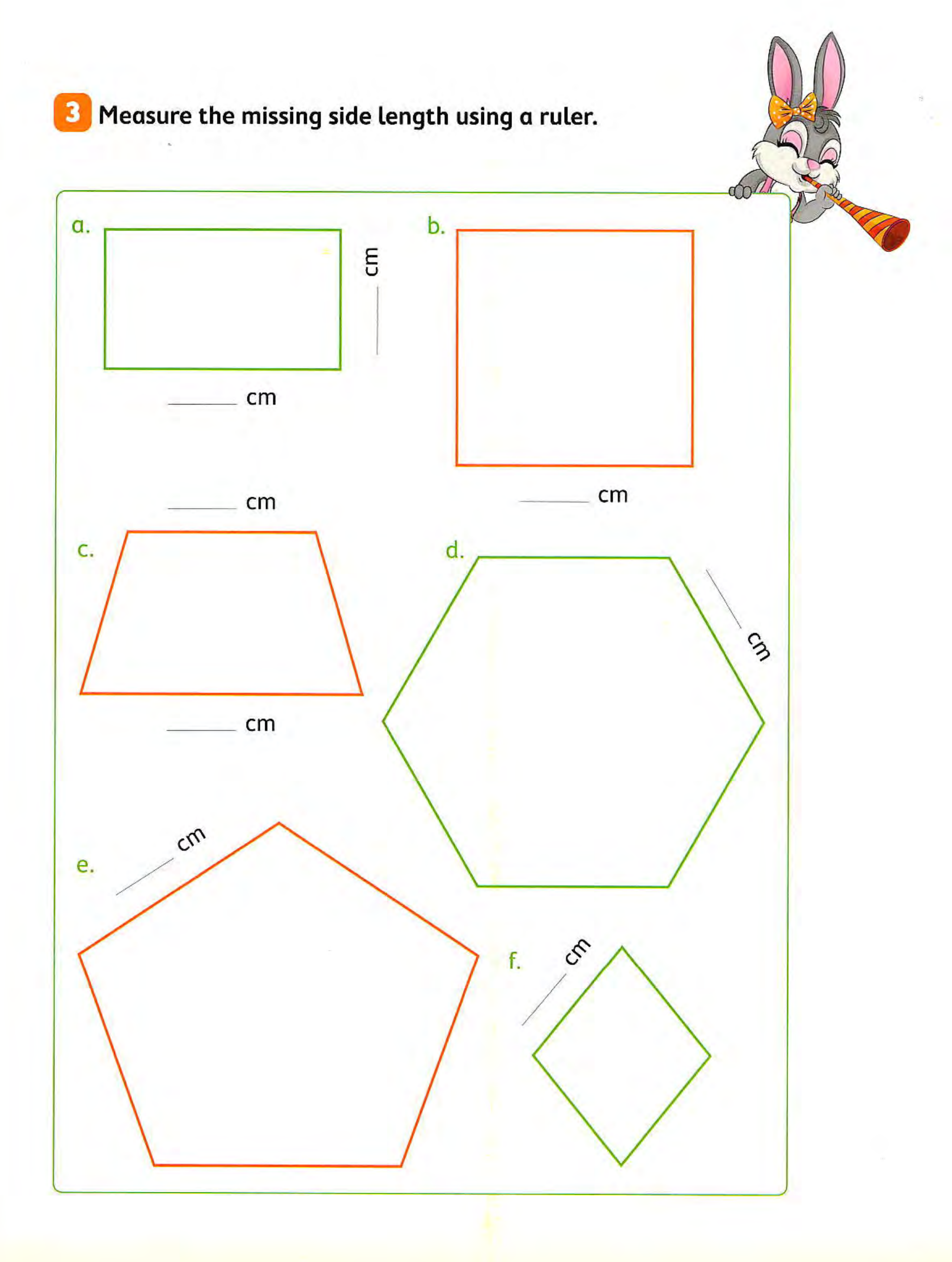



h.
_____ centimeter
i.
_____ centimeter
j.
k.
_____ centimeter
l.
_____ centimeter
m.
Glue Stick
_____ centimeter
n.
_____ centimeter
_____ centimeter

2 **Estimate in centimeters. Choose the suitable estimation.**

Find the object	Estimate the length	
a. Pencil	◯ 2 cm ◯ 30 cm	◯ 12 cm ◯ 50 cm
b. Eraser	◯ 30 cm ◯ 10 cm	◯ 20 cm ◯ 4 cm
c. Shoe	◯ 8 cm ◯ 18 cm	◯ 80 cm ◯ 38 cm
d. Notebook	◯ 2 cm ◯ 50 cm	◯ 25 cm ◯ 100 cm
e. Mobile	◯ 5 cm ◯ 50 cm	◯ 15 cm ◯ 80 cm

3 Measure the missing side length using a ruler.



4 **Measure one side of each shape.**
Record each measurement in the table below.

Object	Measurement
a. Triangle	______ cm
b. Square	______ cm
c. Rhombus	______ cm
d. Rectangle short side	______ cm
e. Rectangle long side	______ cm

Object	Measurement
f. Trapezoid short side	______ cm
g. Trapezoid long side	______ cm
h. Pentagon	______ cm
i. Hexagon	______ cm

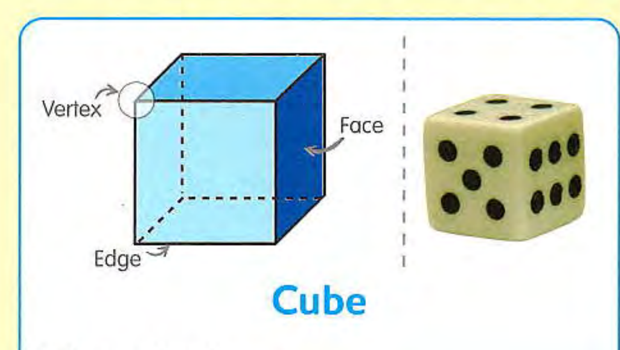


Lessons 8 to 10

- Attributes of 3-dimensional shapes
- Sorting 3-dimensional shapes
- Creating 3-dimensional shapes

Learn 1 Attributes of 3-dimensional shapes

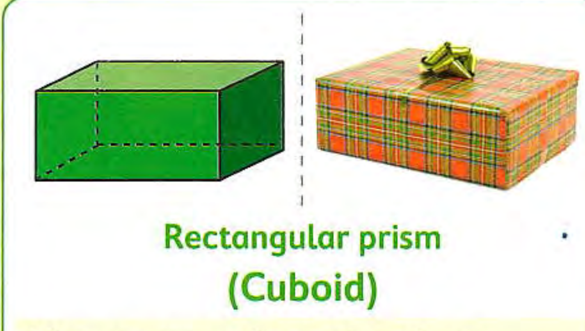
- An edge is where two faces meet.
- The vertices are the corners where edges meet.



Cube

The cube has :

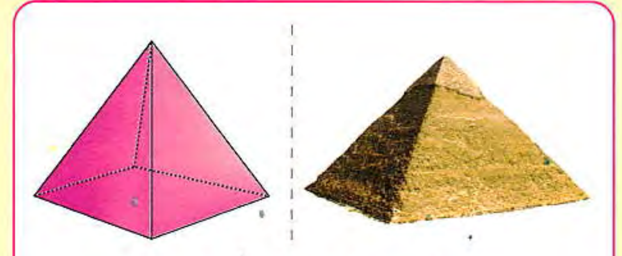
- 8 vertices.
- 12 edges.
- 6 flat faces.
  - *Each face is a square.*
  - *All faces have the same size.*



Rectangular prism (Cuboid)

The rectangular prism has :

- 8 vertices.
- 12 edges.
- 6 flat faces.
  - *Each face is a rectangle or a square.*
  - *Each two opposite faces have the same size.*

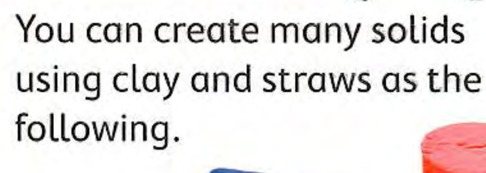


Square-based pyramid

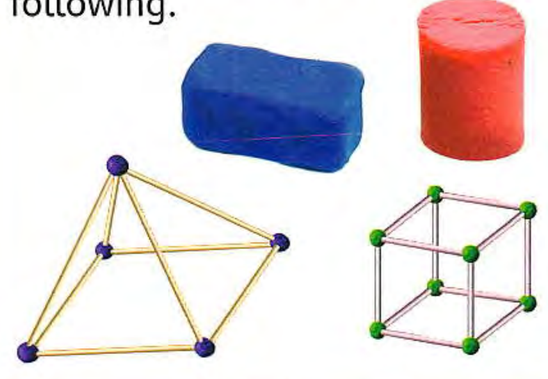
The square-based pyramid has :

- 5 vertices.
- 8 edges.
- 5 faces.

(1 square flat face (base) and 4 triangular flat faces)

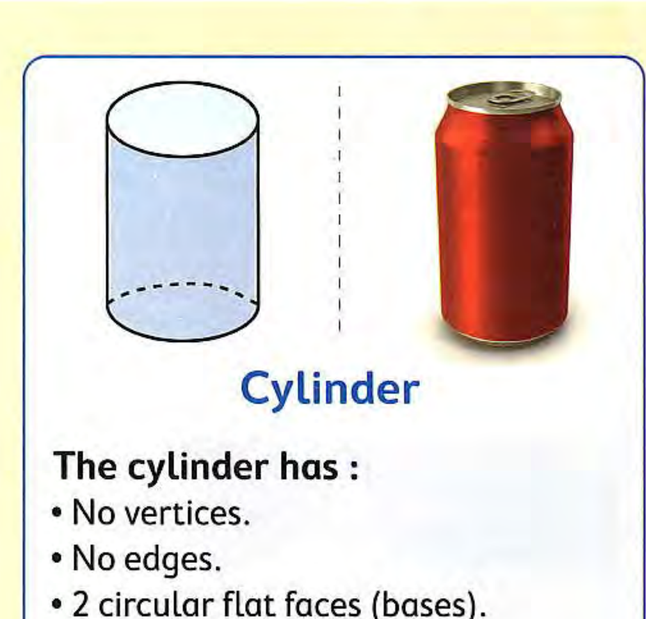


You can create many solids using clay and straws as the following.



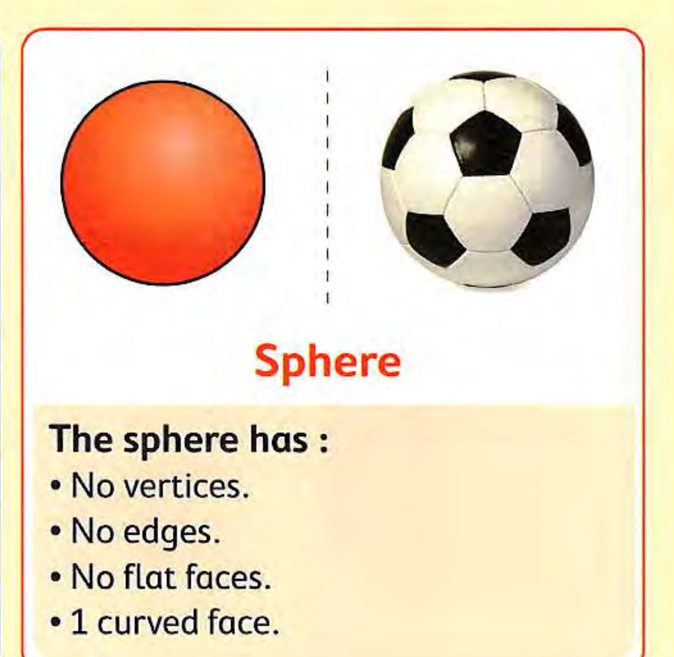
Notes for parents

- Ask your child to find two objects in your home and tell you how many faces, vertices and edges for each object.
- Ask your child to count the faces, edges, and vertices of each solid in this page.



Cylinder

The cylinder has :
- No vertices.
- No edges.
- 2 circular flat faces (bases).
- 1 curved face.



Sphere

The sphere has :
- No vertices.
- No edges.
- No flat faces.
- 1 curved face.

Learn 2 Sorting 3-dimensional shapes

- **There are different sortings for 3-dimensional shapes as the following.**

Solids with 4 or more faces

- Cube
- Rectangular prism
- Square-based pyramid



Solids with 0 edges, faces or vertices

- Sphere

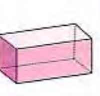


Solids with 10 or more edges

- Cube

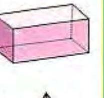


- Rectangular prism



Solids with 6 or more edges

- Cube
- Rectangular
- Prism



- Square-based pyramid

Solids with at least 1 circle face

- Cylinder

Solids with more than 2 faces but fewer than 6

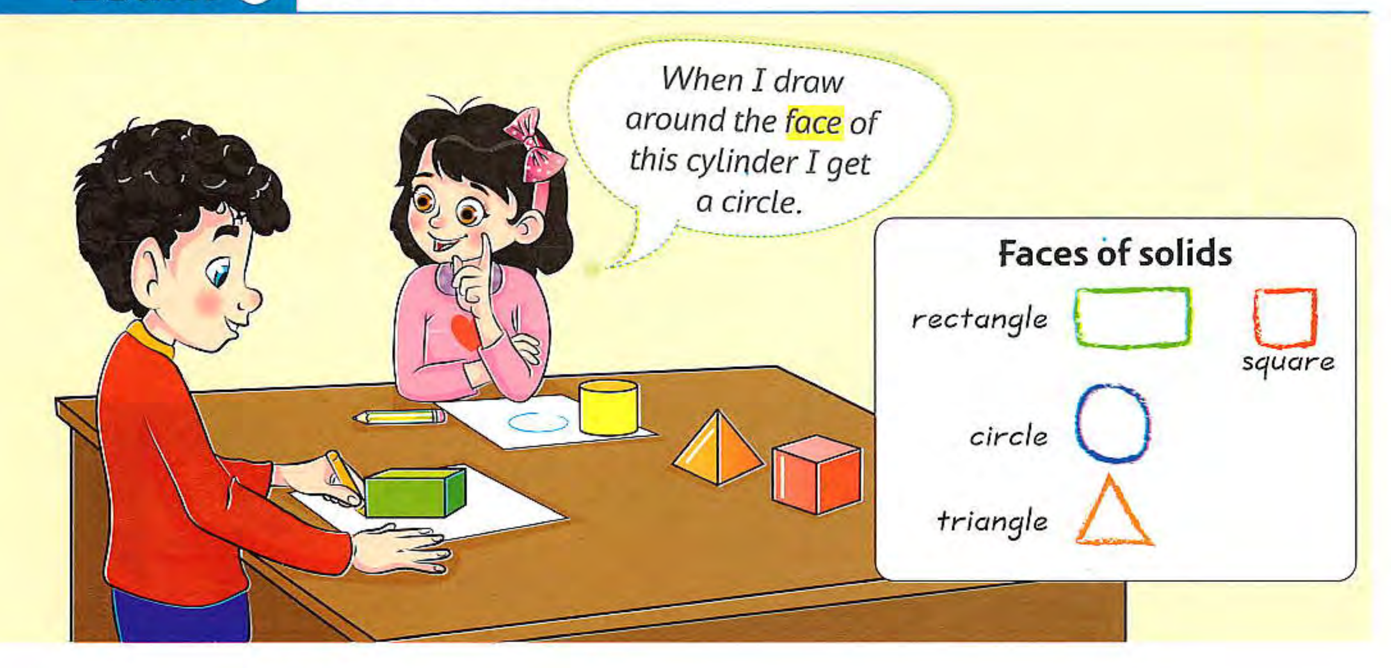
- Square-based pyramid



Notes for parents

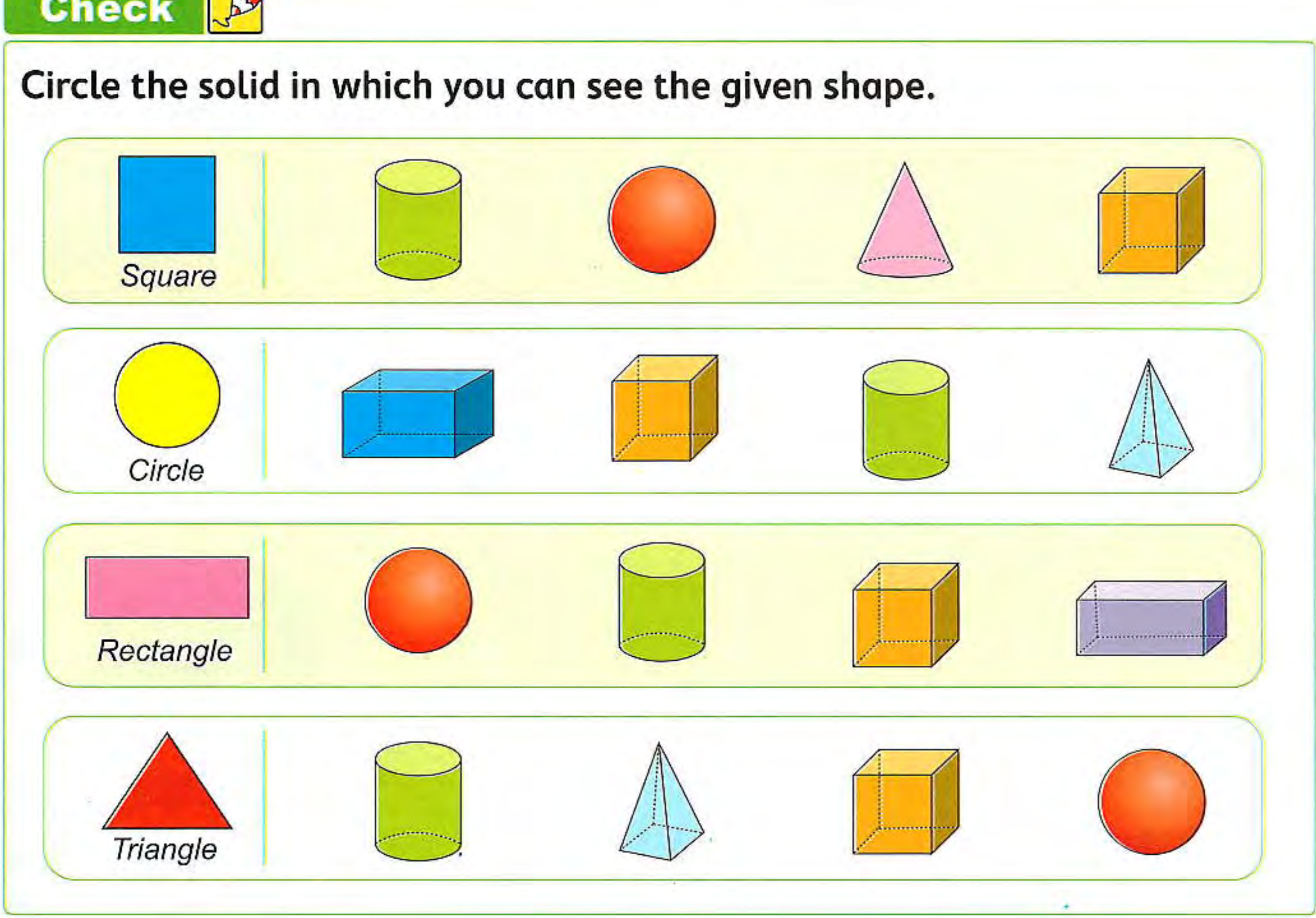
- Ask your child to find a ball and a can, and then tell how they are a like and how they are different.
- Bring to your child cans, dice, basketball, model to Giza Pyramids, variety of boxes and ask him/her to sort them based on their shapes.

Learn 3 Faces of solids





Circle the solid in which you can see the given shape.



- Help your child color one face of a solid and make it as a print stamp on a paper sheet.
- Help your child know the difference between attributes of each solid.

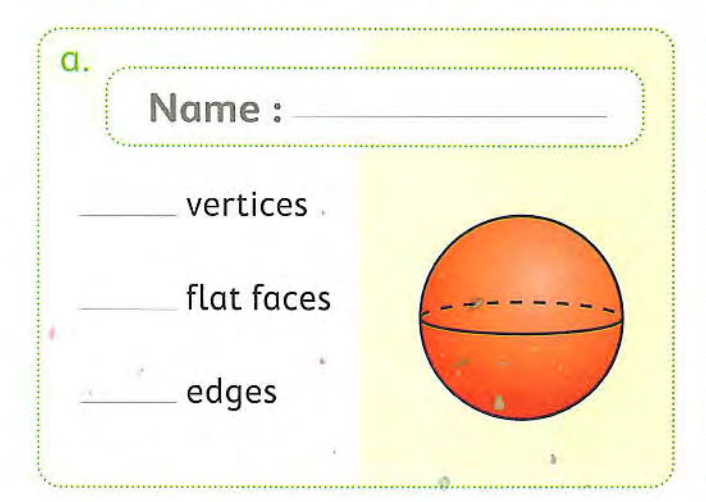
Exercise 24

On Lessons 8 to 10

- Attributes of 3-dimensional shapes
- Sorting 3-dimensional shapes
- Creating 3-dimensional shapes

1 Write the name, and how many faces, edges and vertices there are.

a.



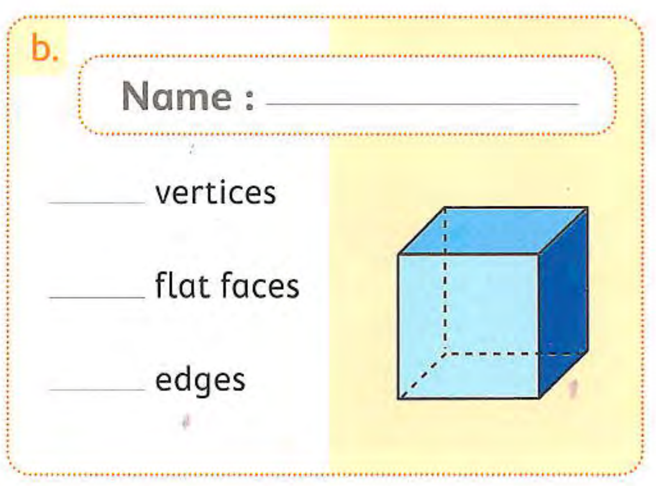
Name : ____________

____ vertices

____ flat faces

____ edges

b.



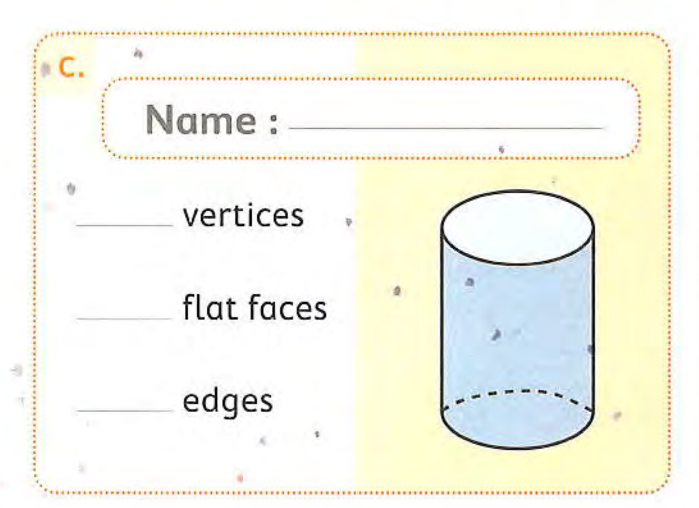
Name : ____________

____ vertices

____ flat faces

____ edges

c.



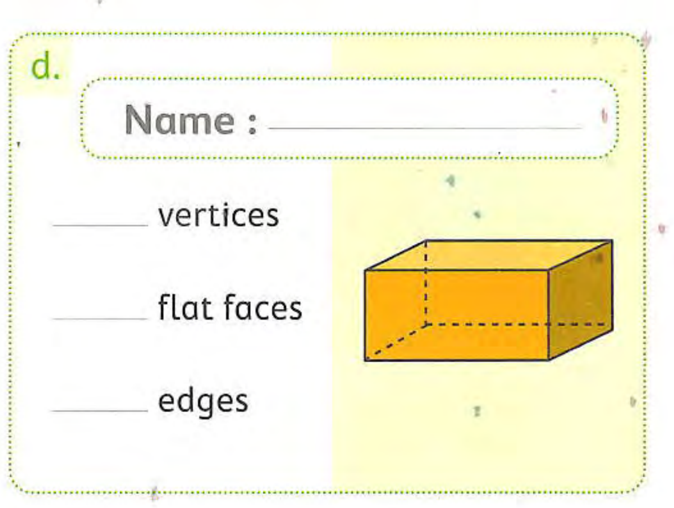
Name : ____________

____ vertices

____ flat faces

____ edges

d.



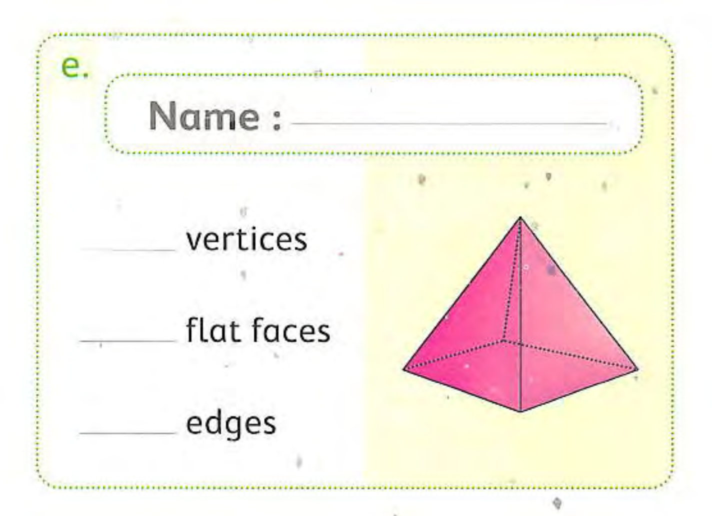
Name : ____________

____ vertices

____ flat faces

____ edges

e.



Name : ____________

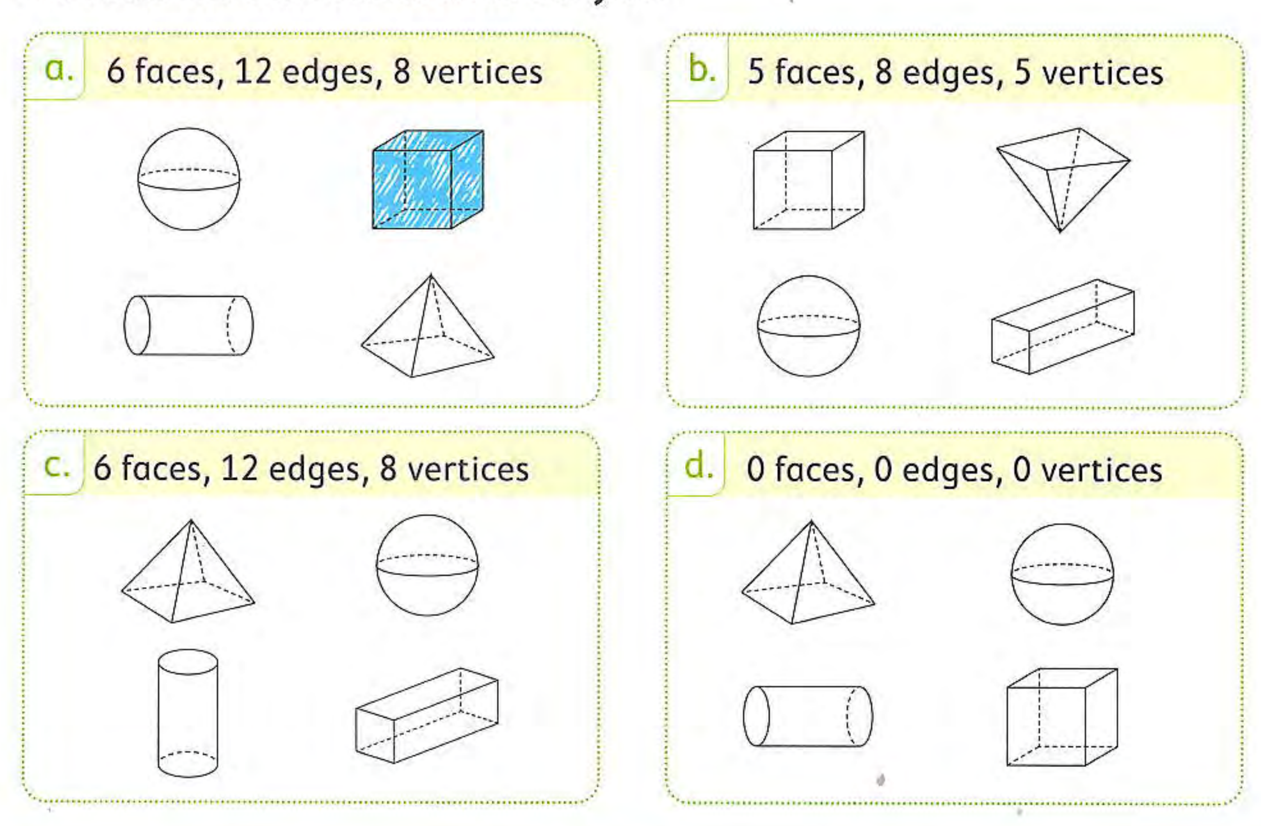
____ vertices

____ flat faces

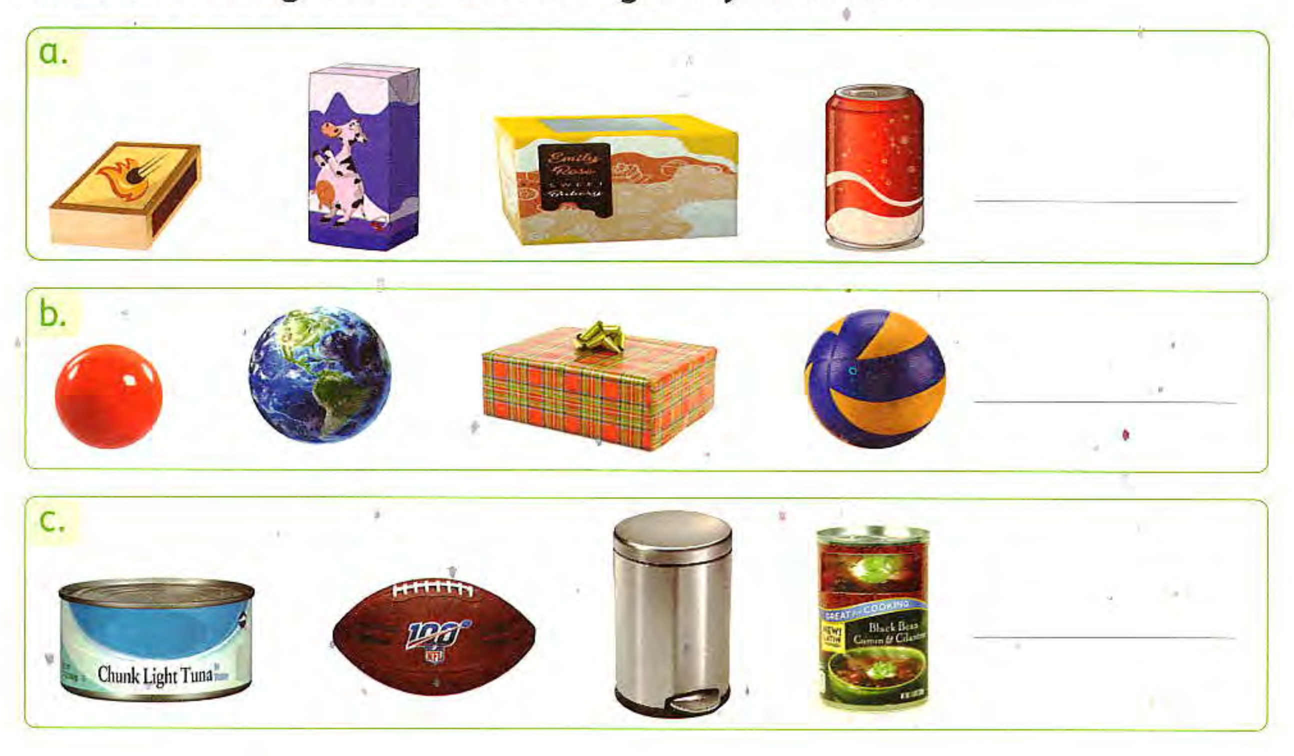
____ edges



2 Color the solid figure that matches the number of faces, edges, and vertices. The first one is done for you.

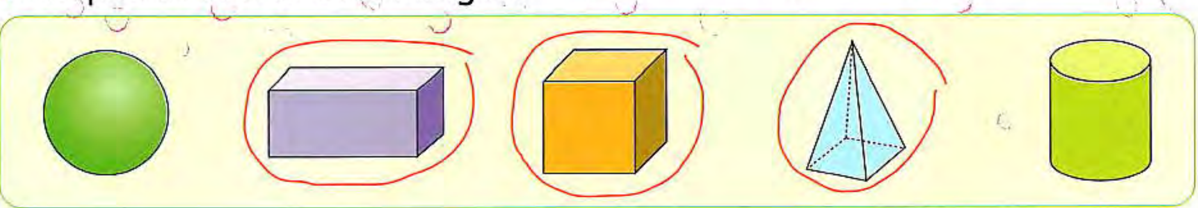


3 Circle the objects that have the same shape. Cross out the object that does not belong. Name the solid figures you circled.

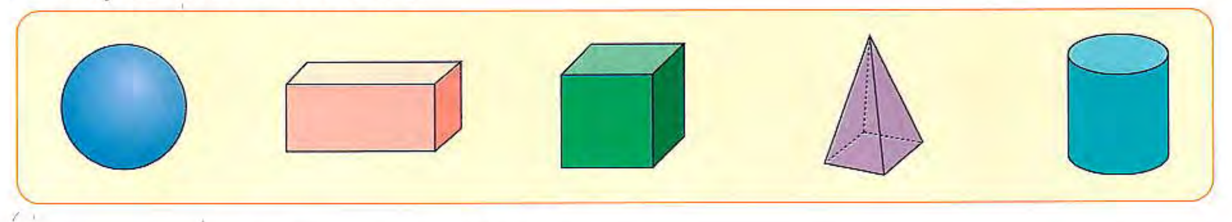


4 Circle the solid figures that match the given data. The first one done for you.

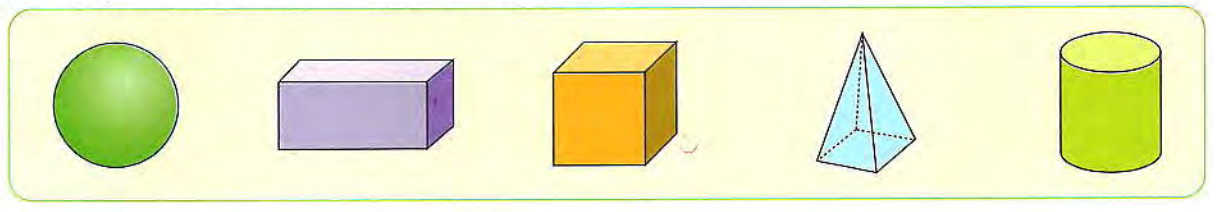
a. Shapes with 6 or more edges.



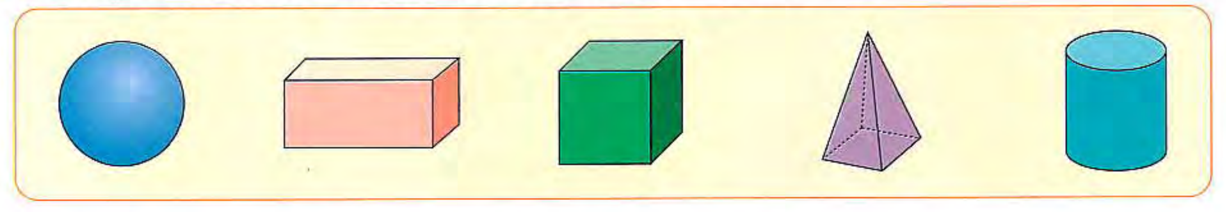
b. Shapes with 5 vertices.



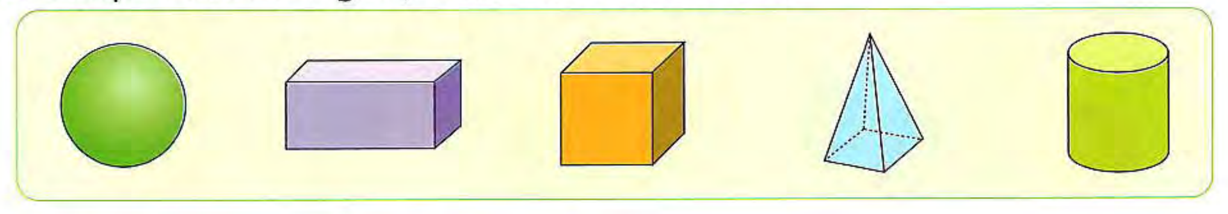
c. Shapes with at least 1 circle face.



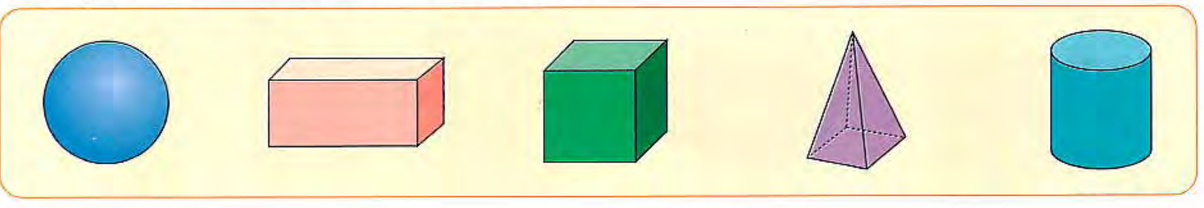
d. Shapes with more than 2 faces but fewer than 6.



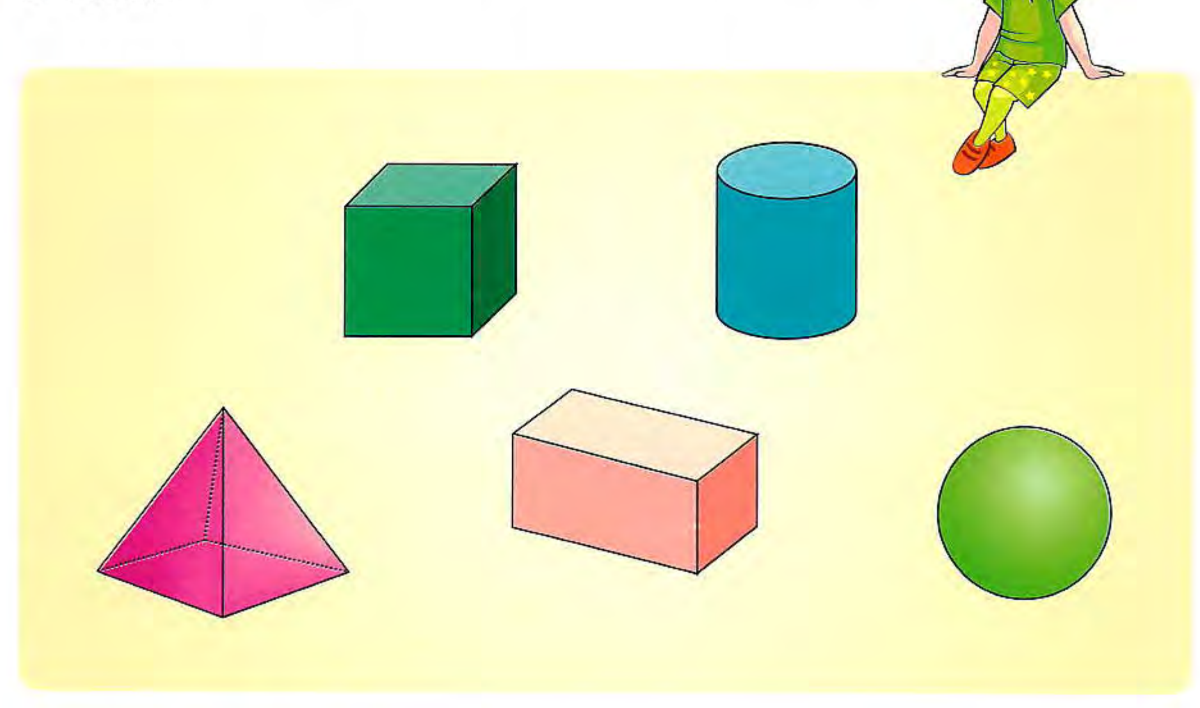
e. Shapes with 0 edges , 0 faces and 0 vertices.



f. Shapes with more than 5 vertices.

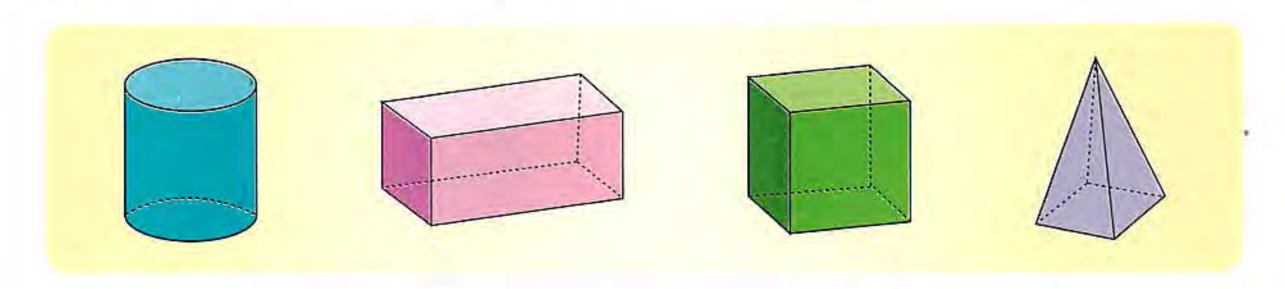


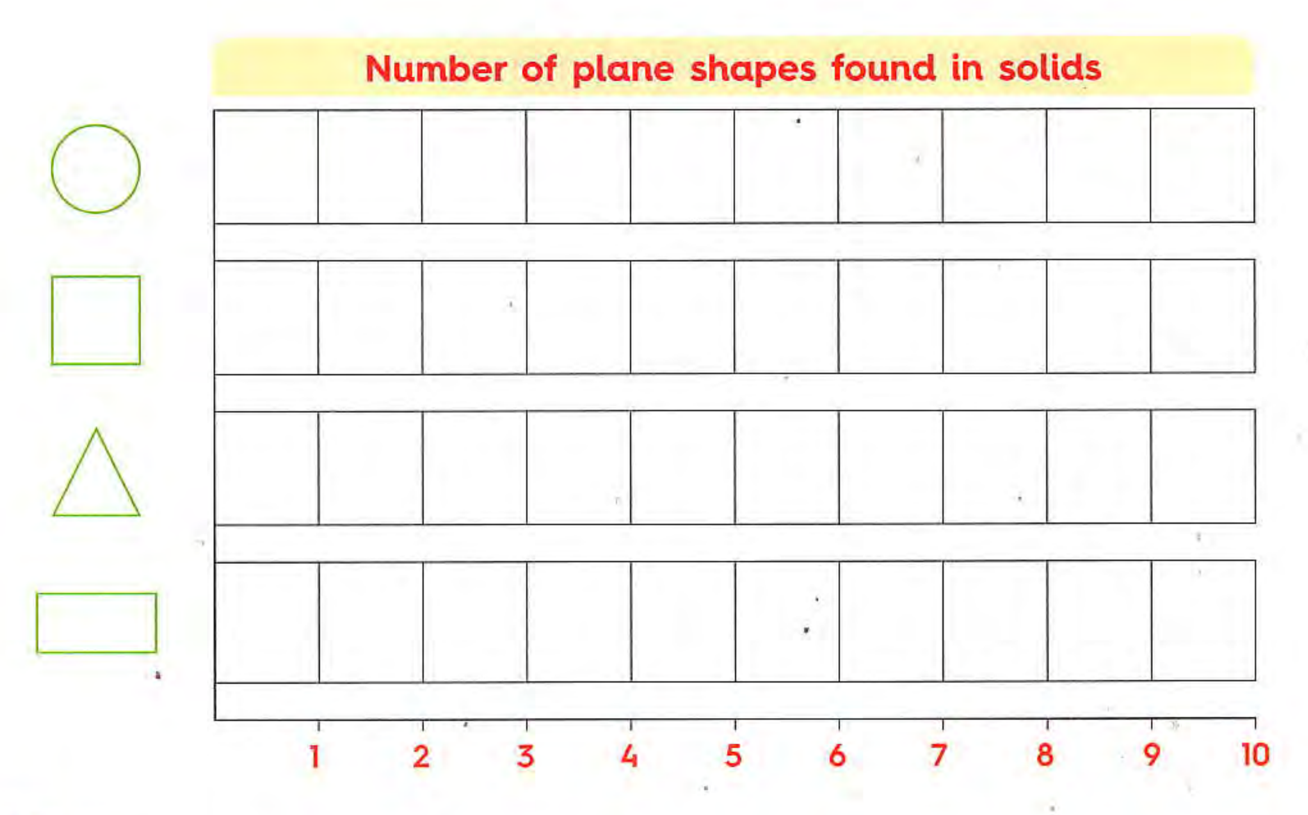
5 **Complete the table below by writing the number of solids.**



a. Number of solids with at least 1 circle face.	______
b. Number of solids with at least 1 square face.	______
c. Number of solids with no flat faces.	______
d. Number of solids with at least 1 triangular face.	______
e. Number of solids with 8 vertices.	______
f. Number of solids without any vertices.	______
g. Number of solids with 5 vertices.	______
h. Number of solids with 8 edges.	______
i. Number of solids with 12 edges.	______
j. Number of solids without any edges.	______

6 **Count the number of circles, squares, rectangles, and triangles that are made by tracing each flat surface of each solid. Color one box in the graph for every plane shape you count.**





Answer the questions.

a. Write the total number of plane shapes counted.

__________ circles __________ squares

__________ rectangles __________ triangles

b. Which plane shape was counted the most ? __________

c. Which plane shape was counted the least ? __________



7 Choose the correct answer.

a. Number vertices of square-based pyramid is ______ (3 **or** 4 **or** 5 **or** 8)

b. ______ has 12 edges.

(Cylinder **or** Sphere **or** Square-based pyramid **or** Cuboid)

c. The solid figure which has 2 circular flat faces is ______

(sphere **or** cylinder **or** cube **or** rectangular prism)

d. Number of faces of cuboid ◯ number of faces of cube (> **or** = **or** <)

e. ______ has no edges.

(Cube **or** Sphere **or** Square-based pyramid **or** Cuboid)

f. The solid in which all faces are squares is ______

(cuboid **or** square-based pyramid **or** sphere **or** cube)

g. ______ has a curved face.

(Cube **or** Cylinder **or** Cuboid **or** Square-based pyramid)

h. The solid figure that has 5 faces, 8 edges, 5 vertices is ______

(rectangular prism **or** cylinder **or** square-based pyramid **or** sphere)

---

8 Complete.

a. The rectangular prism has ________ edges.

b. Cylinder has ________ circular flat faces.

c. The solid figure which has 5 vertices is ________

d. Cube has ________ edges, ________ vertices and ________ faces.

e. ________ has 0 flat faces and 1 curved face.

f. Each face in the cube is in the shape of ________

g. Each of ________ and ________ has 6 flat faces.

h. Number of vertices of a cylinder is ________

Place a smiley face



Assessment Chapter 5

1 Choose.

a. Which plane figure has fewer than 4 vertices ?

(hexagon **or** triangle **or** rectangle **or** rhombus)

b. Which is the longest length from the following ?

(50 cm **or** 20 cm **or** 1 m **or** 75 cm)

c. The solid figure which has 5 vertices is ______

(square-based pyramid **or** cylinder **or** sphere **or** cube)

d. A two-dimensional shape with 4 sides (2 parallel **or** 2 not parallel) is ______

(square **or** rectangle **or** rhombus **or** trapezium)

e. Number of vertices of a cube is ______ (5 **or** 6 **or** 12 **or** 8)

f. The length of the opposite eraser is ______ cm

(4 **or** 3 **or** 6 **or** 7)

g. 1 meter = ______ cm (1 **or** 10 **or** 100 **or** 50)

h. The number of vertices of square ______ the number of vertices of trapezoid.

(> **or** < **or** =)

---

2 Write the name of each solid of each of the following.

a. ______

b. ______

c. ______

d. ______

---

3 Complete.

a. The rectangular prism has ______ faces.

b. The number of sides of the figure is ______

c. The base of a cylinder is ______

d. The solid in which all faces are squares is ______

e. The two-dimensional shape which has 6 sides and 6 vertices is called ______

Accumulative Assessment

Till chapter 5

1 Complete.

a. 27 – 5 = ______ b. 4 + 87 = ______

c. The cube has ______ faces and the shape of each face is ______

d. The place value of the digit 8 in the number 817 is ______

e. 719 in word form is ______

f. The length of  is ______ cm

g. The square-based pyramid has ______ edges , ______ vertices and ______ faces.

2 Bassem had 17 books. He gave his friend Mina 8 books.

How many books does Bassem have now ?



____

3 Find the result.

a.
```
  83
– 12
____
```

b.
```
  46
+ 27
____
```

c.
```
  41
+ 39
____
```

4 Write the name of each one.

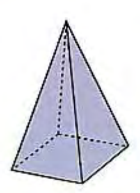
a.  ______

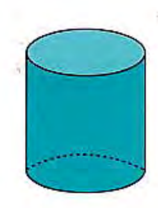
b.  ______

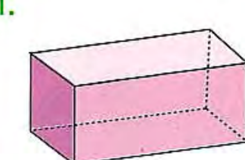
c.  ______

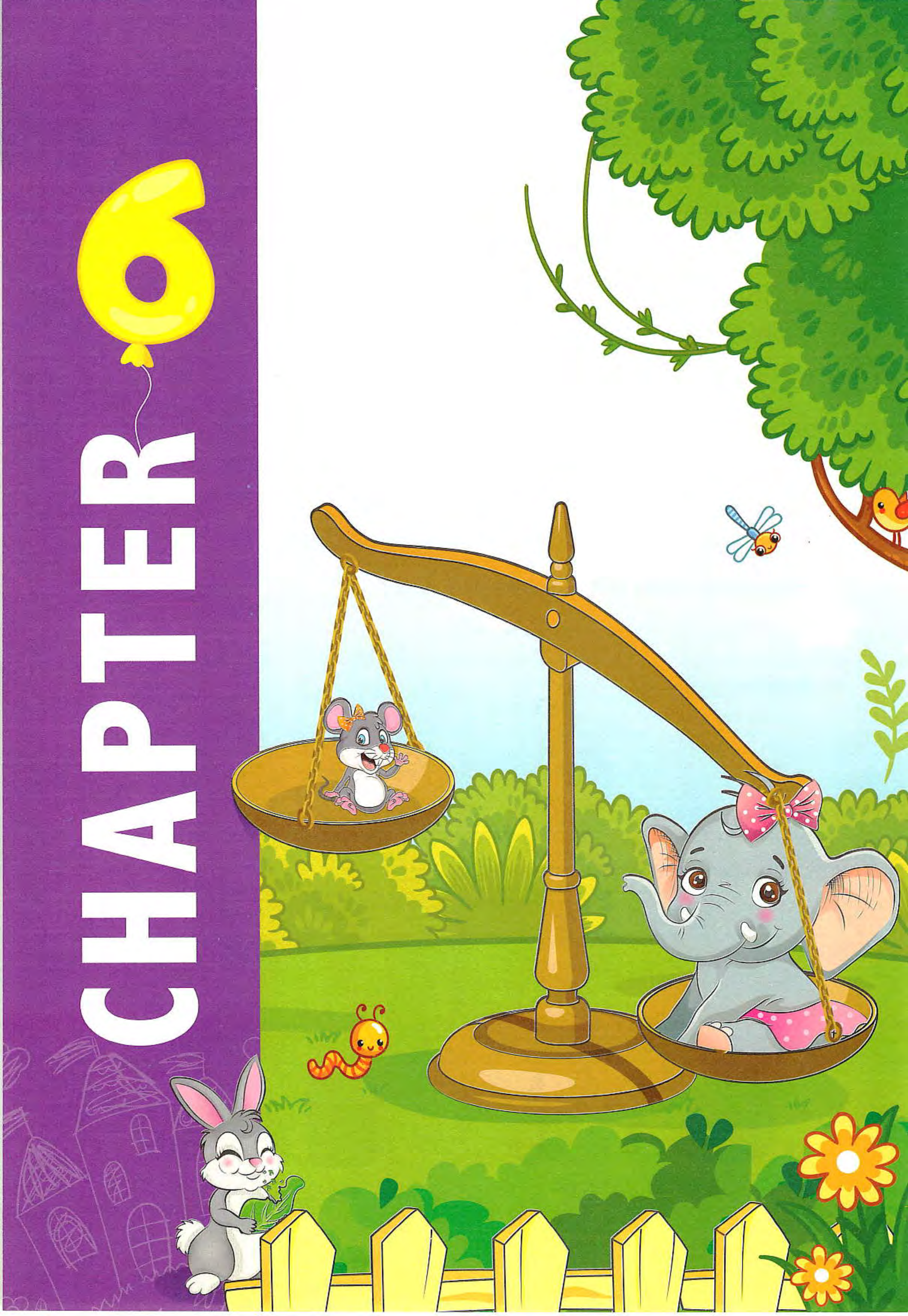
d.  ______

e.  ______

f.  ______

g.  ______

h.  ______


CHAPTER
6

Outcomes of chapter six :

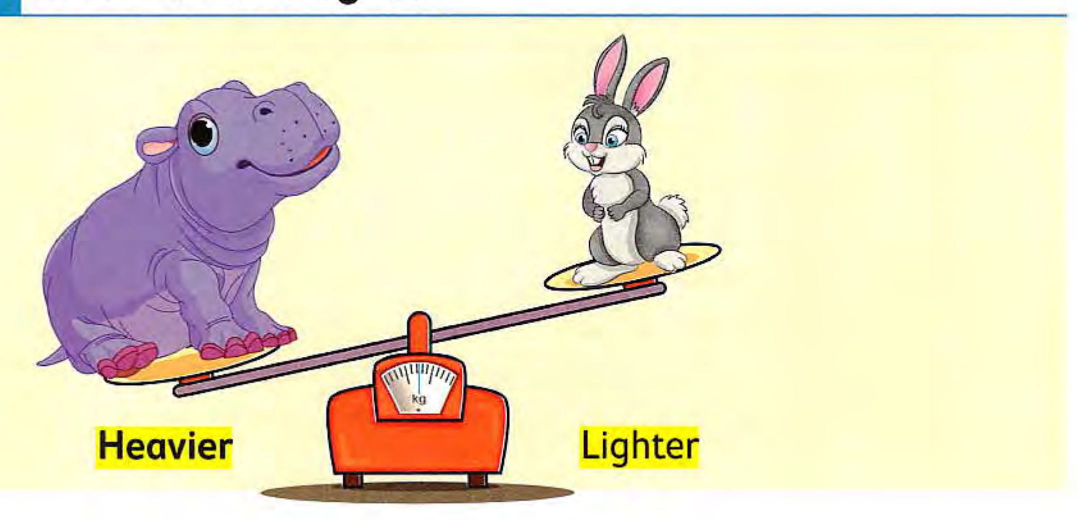
At the end of chapter six, your child will be able to:

- **Lessons 1 & 2**
  - Participate in calendar math activities.
  - Select appropriate units to measure the mass of objects.
  - Match items to mass in grams or kilograms.
  - Compare grams and kilograms.
  - Investigate the mass of various items.
- **Lessons 3 & 4**
  - Participate in calendar math activities.
  - Solve story problems involving mass.
  - Create one-step story problems involving adding or subtracting units of mass.
  - Solve addition and subtraction story problems.
- **Lessons 5 & 6**
  - Participate in calendar math activities.
  - Distinguish between A.M. and P.M.
  - Tell time to the hour.
  - Explain that a day equals 24 hours.
  - Create an analog clock.
- **Lessons 7 & 8**
  - Participate in calendar math activities.
  - Show time to the half hour on an analog clock.
  - Write time to the hour and half hour.
  - Tell time to the half hour.
  - Read time to the hour and half hour.
  - Match digital times to analog times.
- **Lessons 9 & 10**
  - Participate in calendar math activities.
  - Write time to the quarter hour.
  - Match analog times to the quarter hour to their digital and written forms.
  - Read time to the quarter hour.

Lessons 1 & 2

• Measuring mass
• Units of measuring mass

Pre-study Heavier and lighter

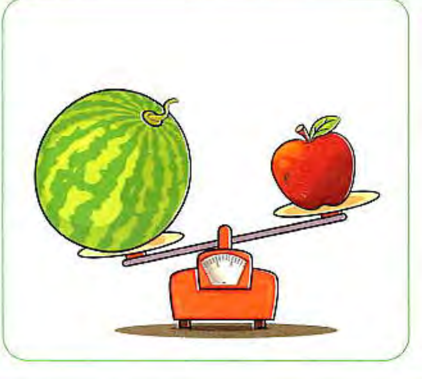


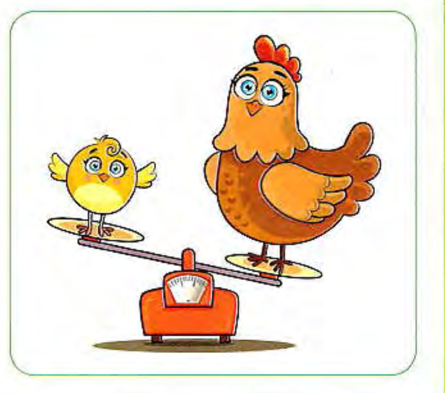
Check



Circle the lighter object.





Notes for parents

- Give your child two objects of clearly different weights, ask him/her to hold one object in each hand and tell you which is heavier.
- Ask your child to show you something that is heavier than a spoon and another something that is lighter than the spoon.

Learn 1 Measuring mass and its units

Grams (gm) and Kilograms (kg) are measuring units of mass.

Note :
Mass and weight are different.
- Mass stays the same no matter where you are.
- Weight changes from a place to another, for example the weight of any object on the Earth is different from its weight on the moon.



Gram is used to measure objects with less mass, which are lighter objects, **such as :**

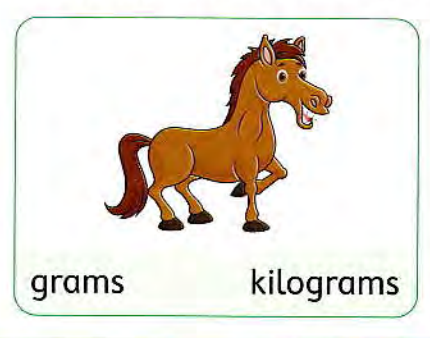


Kilogram is used to measure objects with more mass, which are heavier objects, **such as :**



Check 

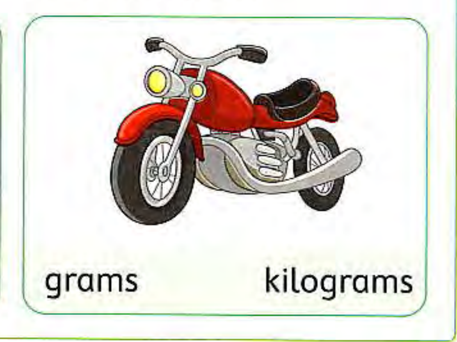
Circle the better unit you would use to measure the real object.



grams kilograms



grams kilograms



grams kilograms

- Ask your child to find something in your home its mass is about 1 gram and another something its mass is about 1 kilogram, then determine which one of them is heavier.
- Ask your child to tell something he/she can measure it in grams, and another something can measure it in kilograms.

Learn 2 Estimating and comparing masses



This milk bottle is about $\frac{1}{2}$ kilogram.



This bag of sugar is about 1 kilogram.



This watermelon is about 5 kilograms.



This child is about 10 kilograms.



Check



Look at each object. Circle the better estimation.



90 grams   90 kilograms



2 kilograms   100 kilograms



200 grams   10 kilograms

Notes for parents

- Ask your child to show you something its mass is measured about $\frac{1}{2}$ kilogram and another one its mass is measured about 5 kilograms.
- Ask your child is there a dog weighs about 10 kg, and which object do you think weighs about 100 kg ?

Exercise 25

On Lessons 1 & 2

- **Measuring mass**
- **Units of measuring mass**

1 Circle the better unit you would use to measure the real object.

a.



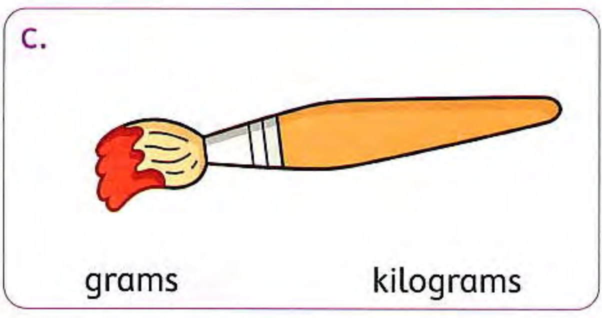
grams kilograms

b.



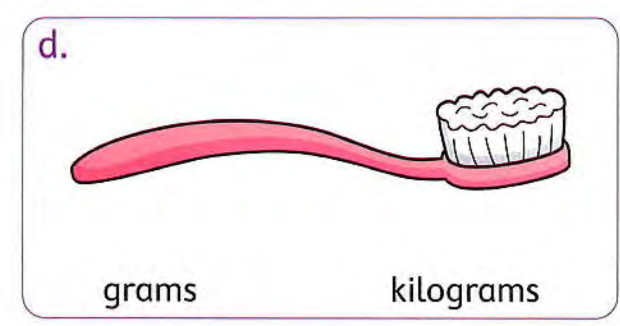
grams kilograms

c.



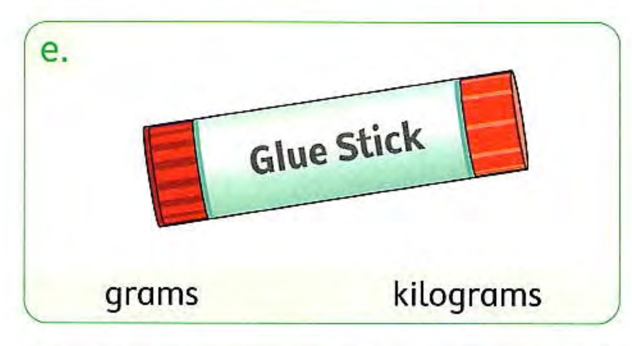
grams kilograms

d.



grams kilograms

e.



grams kilograms

f.



grams kilograms

g.



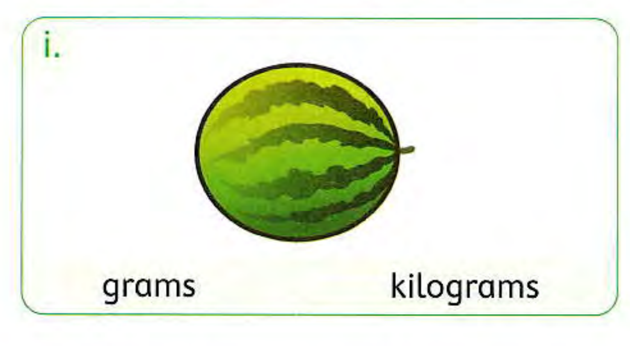
grams kilograms

h.



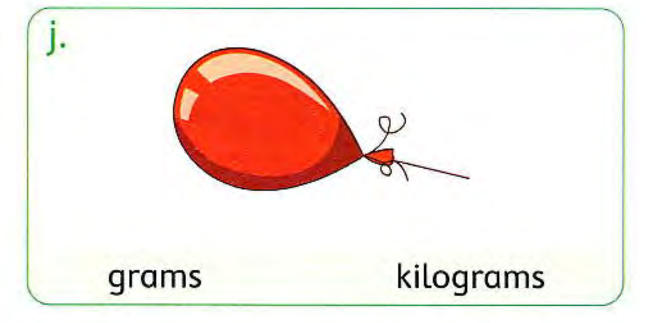
grams kilograms

i.



grams kilograms

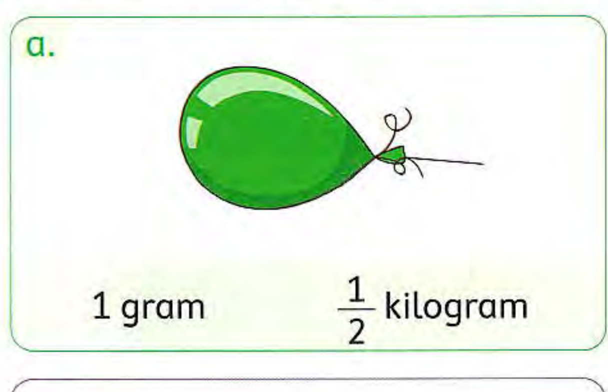
j.



grams kilograms

2 Look at each object. Circle the better estimation.

a.



1 gram $\frac{1}{2}$ kilogram

b.



1 gram 5 kilograms

c.



$\frac{1}{2}$ kilogram 5 kilograms

d.



1 kilogram 1 gram

e.



1 gram 1 kilogram

f.



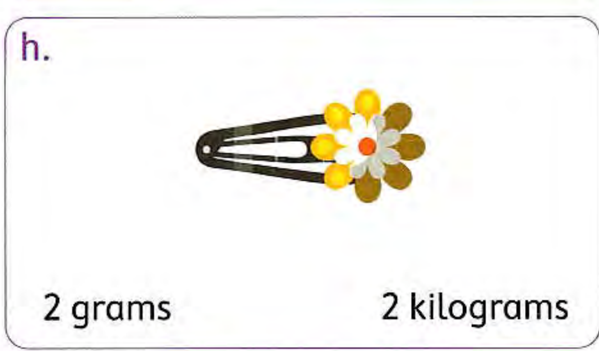
1 kilogram 10 kilograms

g.



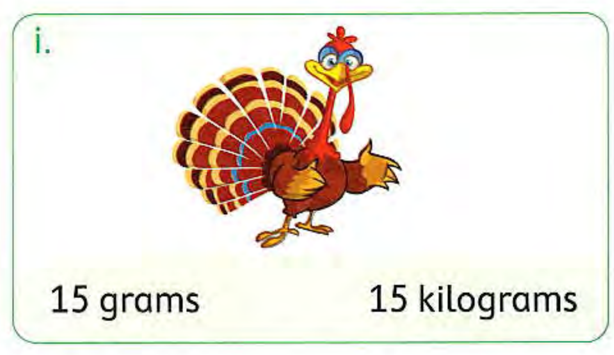
1 gram 1 kilogram

h.



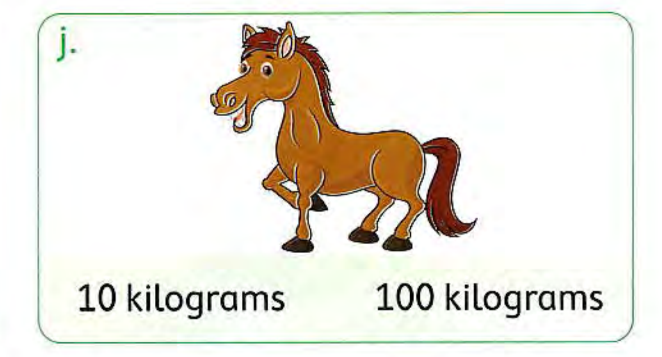
2 grams 2 kilograms

i.



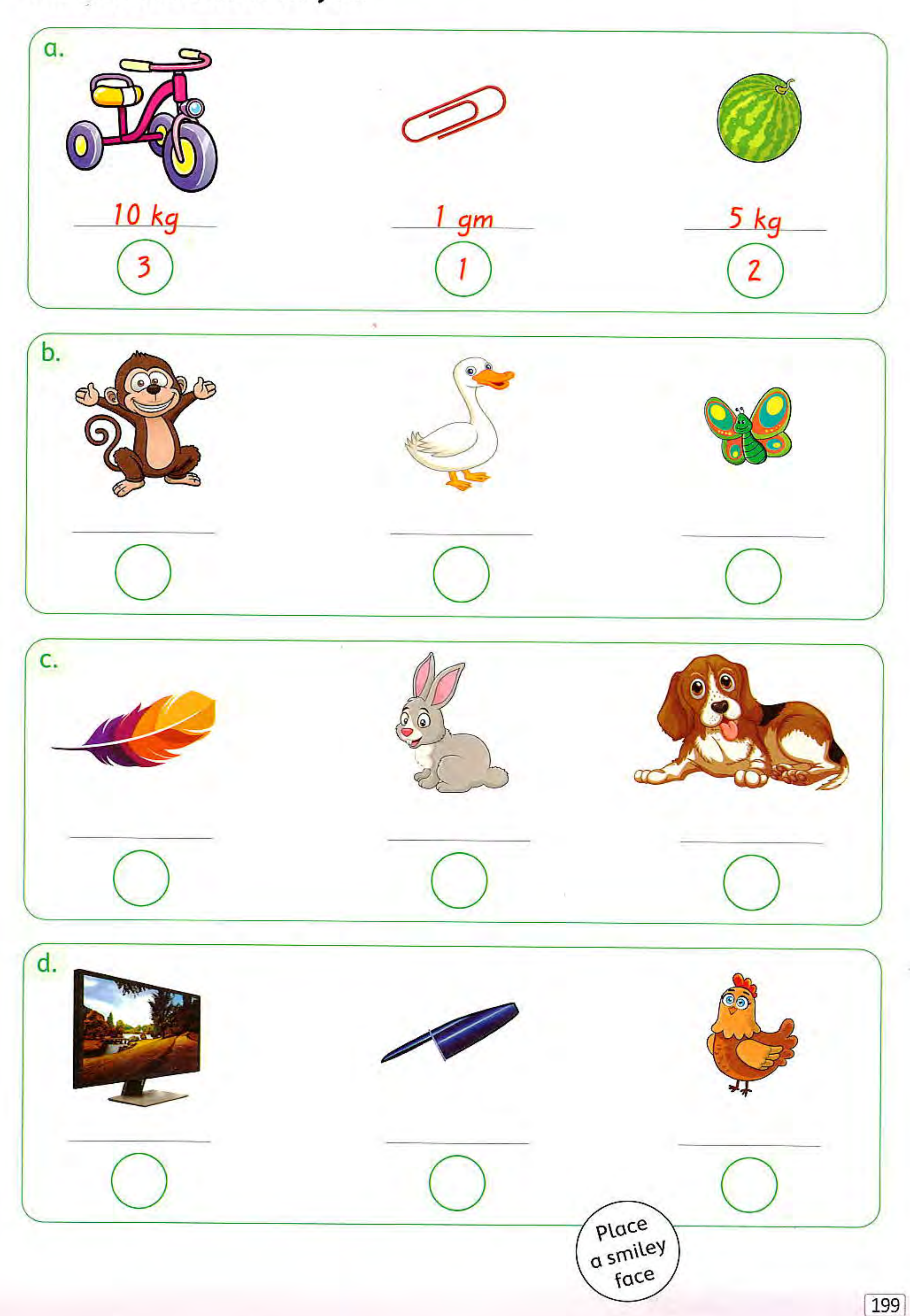
15 grams 15 kilograms

j.



10 kilograms 100 kilograms

3 **Estimate 1 gm, 5 kg or 10 kg, then arrange from least to greatest mass. The first one is done for you.**



Lessons 3 & 4

- **Applications on measuring mass**
- **More applications on measuring mass**

Learn

A fruit seller bought 56 kilograms of banana, he sold 14 kilograms of them.



How many kilograms of banana is left with him ?

The left = 56 kg – 14 kg = 42 kg



Wael has two balls that weigh 100 grams and 60 grams.

He put them both in his bag to take them to the club.



How much do Wael's balls weigh together ?

The sum = 100 gm + 60 gm = 160 gm



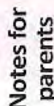
Check 

Ahmed has a chair that weighs **11** kilograms and a bag that weighs **13** kilograms.
He wants to carry them at the same time.
How much do the chair and the bag weigh all together ?

____

____





- In this lesson, your child will use the strategies he/she has studied before to solve addition and subtraction word problems involving mass.

Exercise
26
On Lessons 3 & 4

• Applications on measuring mass
• More applications on measuring mass

1 Sameh bought 15 kg of mango, he used 9 kg of them to make juice.
How many kilograms of mango were left ?



____

____

2 Eslam has a bag of rocks that weighs 18 kilograms. He found 9 more kilograms of rocks and put them in his bag.
How many kilograms of rocks does Eslam have in his bag now ?



____

____

3 Maryam has 2 dogs, their masses are 12 kilograms and 13 kilograms.
How much do both dogs weigh together ?



____

____

4 Mina has a baby boy that weighs 12 kilograms and a girl that weighs 27 kilograms
Mina wants to carry them at the same time.
How much do they weigh all together ?



____

____

5 Hany had a bag of potato chips that weighs 86 grams.
He ate 23 grams of chips.
How many grams of chips were left in the bag ?

---

6 Bassem bought two toys that each weighs 100 grams.
He put them both in his bag.
How much do they weigh all together ?

---

7 A fruit seller bought 37 kilograms of oranges and 53 kilograms of apples.
How many kilograms he has in all ?

---

8 Heba bought a bag of flour that weighs 30 kilograms.
She made a pizza for her friends and used 4 kilograms of flour.
How many kilograms of flour did Heba have left ?

9 Samy has a bag of mass 100 gm. In this bag, he puts a notebook of mass 90 gm.

What is the mass of the bag and the notebook ?



---

10 Karim used 52 grams of salt and 25 grams of pepper to make a pizza.

What is the total mass of salt and pepper ?



---

11 Amgd has two bags of marbles. One of them weighs 6 kg and the other weighs 7 kg, his friend collected two bags of marbles, one bag weighs 8 kg and the other weighs 4 kg.

How many kilograms of marbles do Amgd and his friend have in all ?



---

12 Farida had a bucket of red clay that weighs 34 gm and another bucket of green clay of the same mass to form some flowers.

How much do the clay weigh all together ?





Lessons 5 & 6

• Time "A.M. or P.M."
• Creating an analog clock

Remember Reading time

- When the minute hand points to 12, it is o'clock.





- These two clocks show time to the **hour**.



Analog clock



Digital clock



Check 

Write the time.



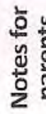
_____ o'clock



_____ o'clock



_____ o'clock



- Explain that in one hour, the minute hand is making a full rotation around the clock, but the hour hand is moving between two numbers and moves much more slowly.

Learn Time "A.M. or P.M."

- **The day is 24 hours, the day is divided into two parts.**

A.M. and P.M.

Noon is 12:00 in the day.



Midnight is 12:00 in the night.

A.M. is the half of the day in the morning time from 12 midnight until 12 noon.



07:00 A.M. is in the morning



10:00 A.M. is in the morning

P.M. is the half of the day in the afternoon and evening time from 12 noon until 12 midnight.



07:00 P.M. is in the evening



10:00 P.M. is in the evening

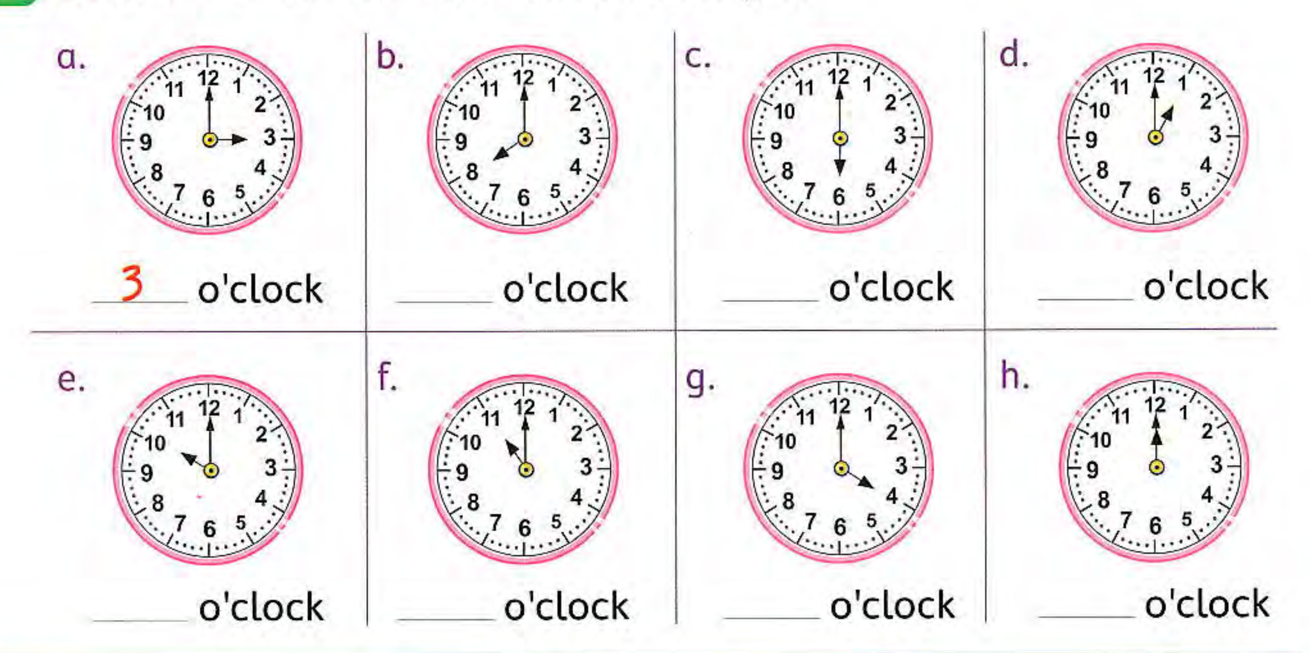
- At different times of the day, ask your child to read an analog clock and tell you the time is A.M. or P.M.
- Ask your child to name 3 activities that he/she does in the A.M. and 3 more activities that he/she does in the P.M.

Exercise 27

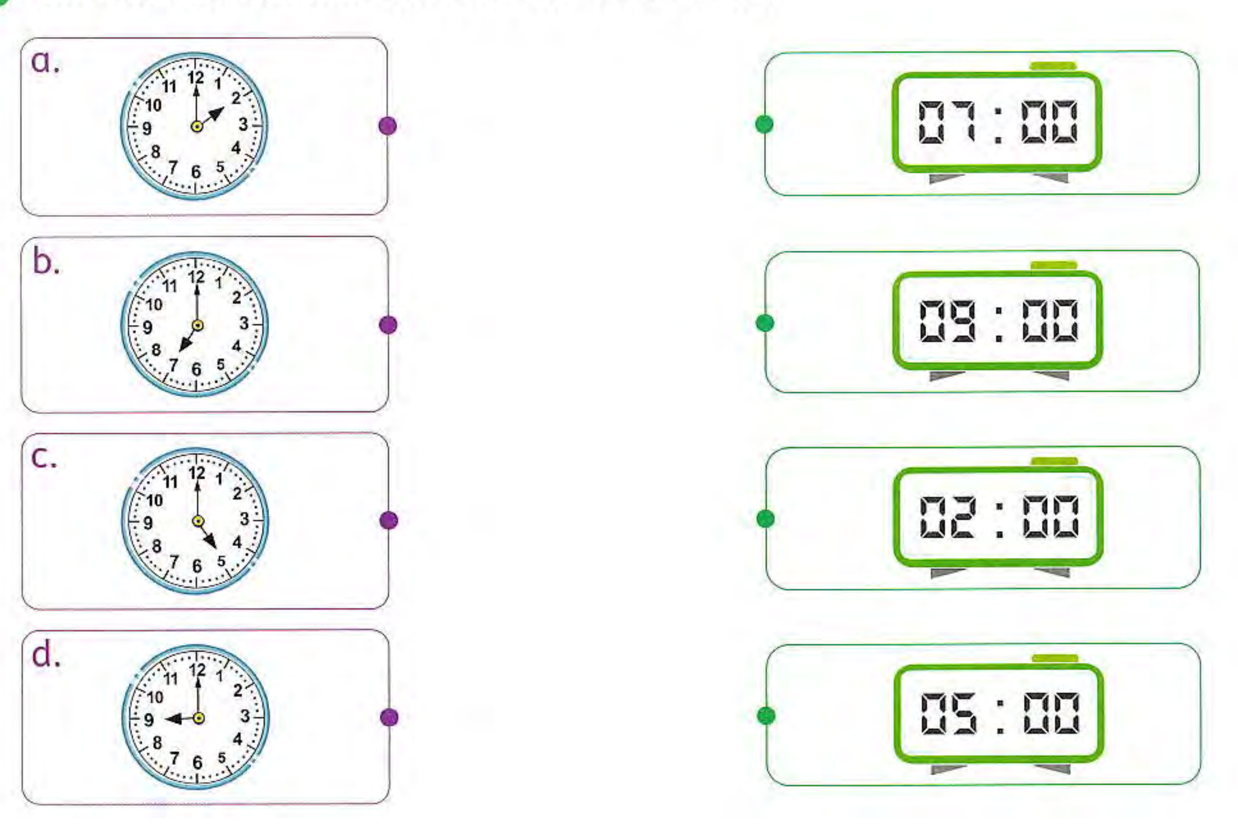
On Lessons 5 & 6

- Time "A.M. or P.M."
- Creating an analog clock

1 Write the time. The first one is done for you.



2 Join the two clocks that tell the same time.



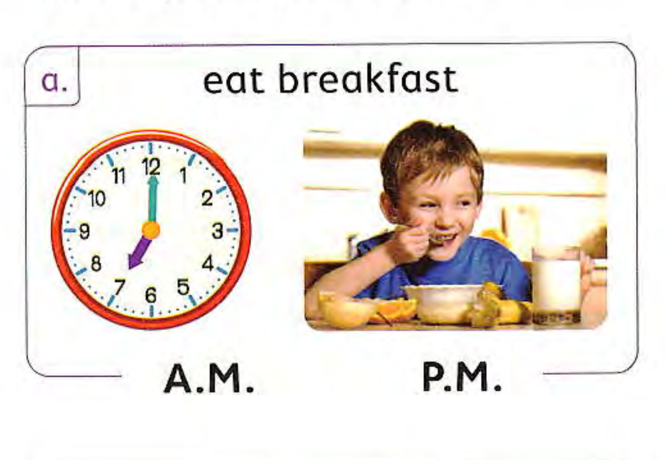
3 Write the time shown on the clock.

a. __ : __ 9 o'clock	b. __ : __ 11 o'clock	c. __ : __ 4 o'clock
d. __ : __ 6 o'clock	e. __ : __ 5 o'clock	f. __ : __ 1 o'clock
g. __ : __ 12 o'clock	h. __ : __ 8 o'clock	i. __ : __ 3 o'clock

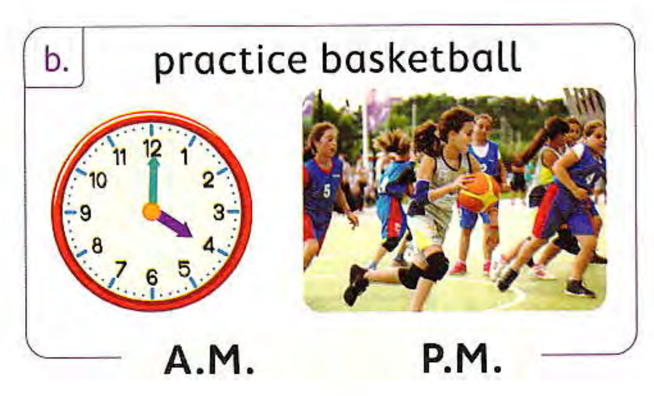
4 Show the time on the clock.

a. 4 o'clock	b. 7 o'clock	c. 6 o'clock
d. 9 o'clock	e. 10 o'clock	f. 12 o'clock
g. 1 o'clock	h. 5 o'clock	i. 2 o'clock

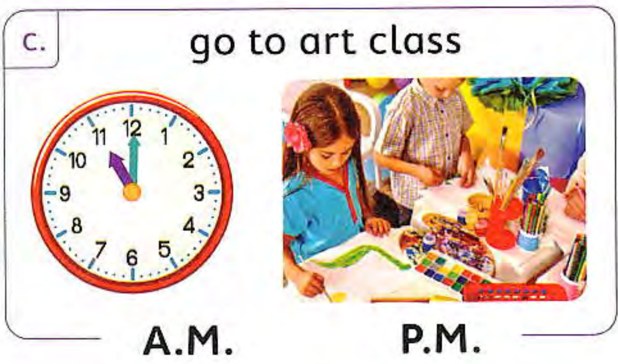
5 **Decide if the activity happens in the A.M. or P.M.**
Circle the correct answer.


a. eat breakfast

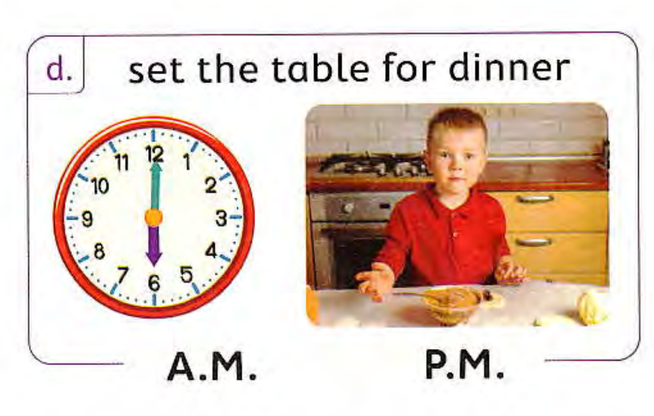
A.M. **P.M.**


b. practice basketball

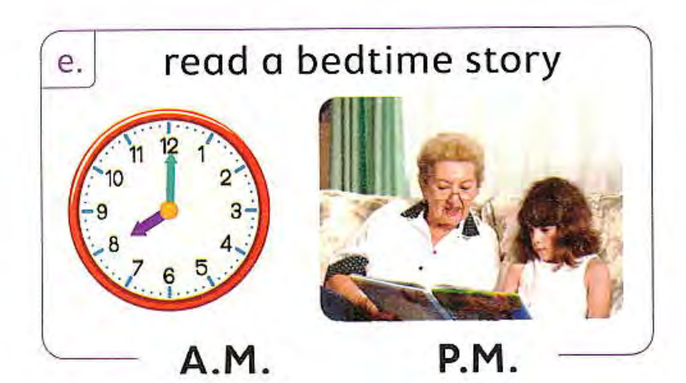
A.M. **P.M.**


c. go to art class

A.M. **P.M.**


d. set the table for dinner

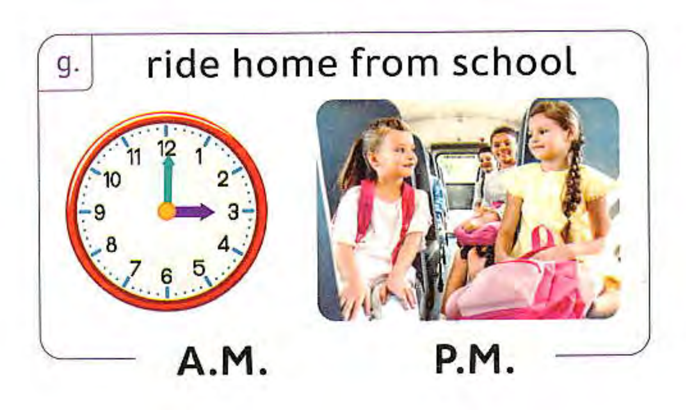
A.M. **P.M.**


e. read a bedtime story

A.M. **P.M.**


f. arrive at school

A.M. **P.M.**


g. ride home from school

A.M. **P.M.**


h. sleeping

A.M. **P.M.**



Lessons 7 & 8

• Reading time with halves
• Applications on time

Learn

Remember

The minute hand moves from one number to the next in 5 minutes.



There are 60 minutes in 1 hour.



The hour hand points to 3. The minute hand points to 12.

There are 30 minutes in a half hour.



The hour hand points halfway between 3 and 4. The minute hand points to 6.



Check 

Show the time. Where are the hands ? Write the numbers. Write the time. The first one is done for you.

- The hour hand is halfway between 2 and 3
- The minute hand is at 6
- Half past 2



02 : 30

- The hour hand is halfway between ____ and ____
- The minute hand is at ____
- ______________





- The hour hand is halfway between ____ and ____
- The minute hand is at ____
- ______________



- The hour hand is halfway between ____ and ____
- The minute hand is at ____
- ______________





Notes for parents

- At time on the half hour, ask your child to show you the minute hand and the hour hand on a clock and tell what time is it.
- Ask your child to say the times on the half hour in order, beginning with half past 1 (half past 1 , half past 2, half past 3 and so on).

Exercise 28

On Lessons 7 & 8

- Reading time with halves
- Applications on time

1 Write the time.

a. ____ : ____

b. ____ : ____

c. ____ : ____

d. ____ : ____

e. ____ : ____

f. ____ : ____

g. ____ : ____

h. ____ : ____

i. ____ : ____

j. ____ : ____

k. ____ : ____

l. ____ : ____

2 What time is it ?

a.



____

b.



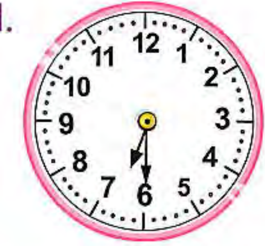
____

c.



____

d.



____

e.



____

f.



____

g.



____

h.



____

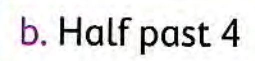
i.



____

3 Match.

a. Half past 10



c. Half past 11

d. Half past 3





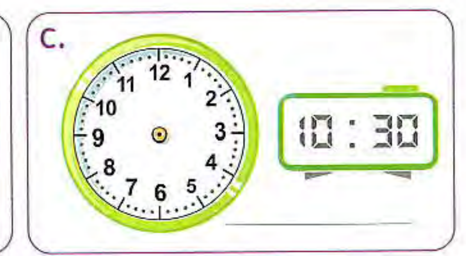


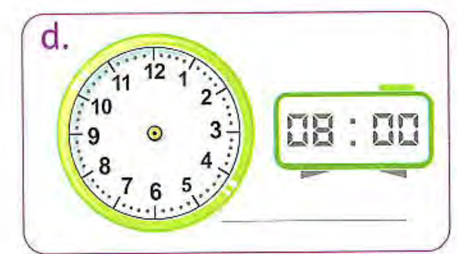


4 **Draw the hour hand and the minute hand and write the time. The first one is done for you.**

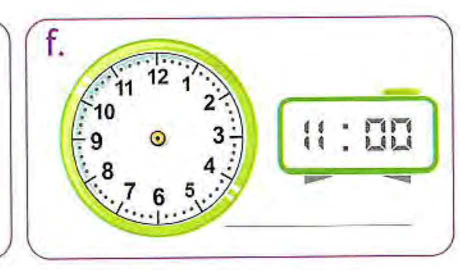
a.

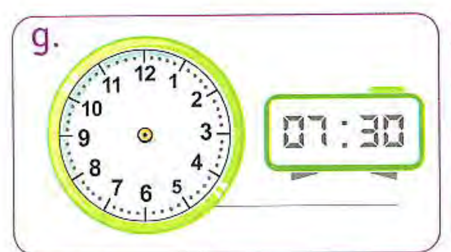

b.

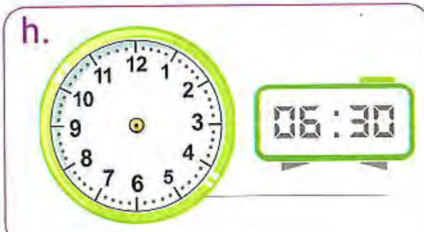

c.


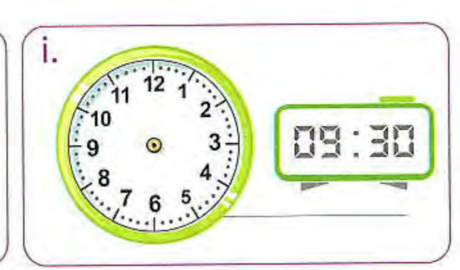
d.


e.


f.


g.


h.


i.


5 **Put (✓) to the correct statement or (✗) to the incorrect statement.**

a. 05 : 30 The time is half past 3 ( )

b. 02 : 00 The time is 2 o'clock ( )

c. 07 : 30 The time is half past 7 ( )

d. The time is half past 11 ( )

e. The time is half past 12 ( )

f. The time is half past 9 ( )



Lessons 9 & 10

• Reading time in minutes
• More applications on time

Learn Reading times with quarters



The minute hand has moved through one quarter of an hour. (15 minutes have passed)

The minute hand has moved through three quarters of an hour. (45 minutes have passed)

The minute hand is pointing to 3
The hour hand is closer to 4



The minute hand is pointing to 9
The hour hand is closer to 5

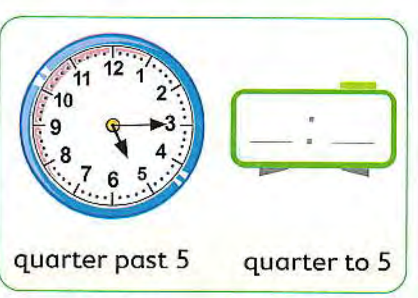




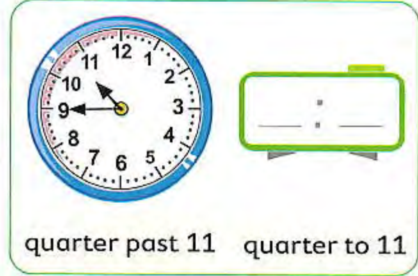
Check

Note : Quarter past can be also said as quarter after.

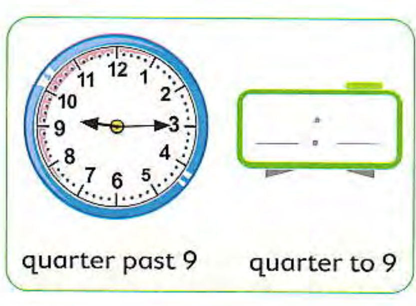
Write the time. Choose the correct answer.



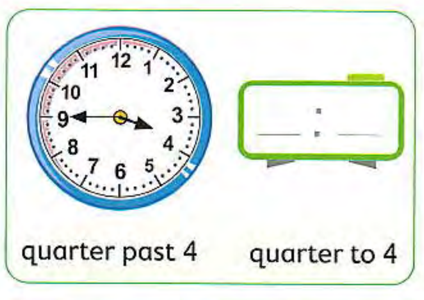
quarter past 5 quarter to 5



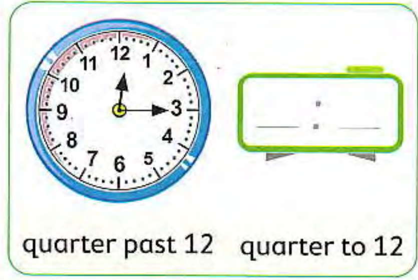
quarter past 11 quarter to 11



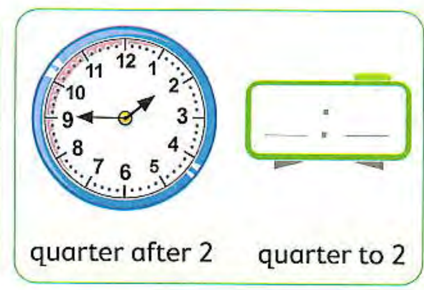
quarter past 9 quarter to 9



quarter past 4 quarter to 4



quarter past 12 quarter to 12



quarter after 2 quarter to 2

Notes for parents

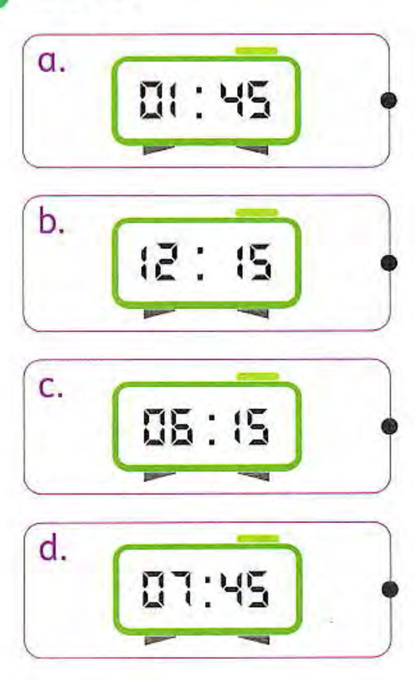
- Tell your child that one hour consists of 4 quarters, each quarter equals 15 minutes.
- Ask your child to practise skip counting by 5 to help him/her at telling time.

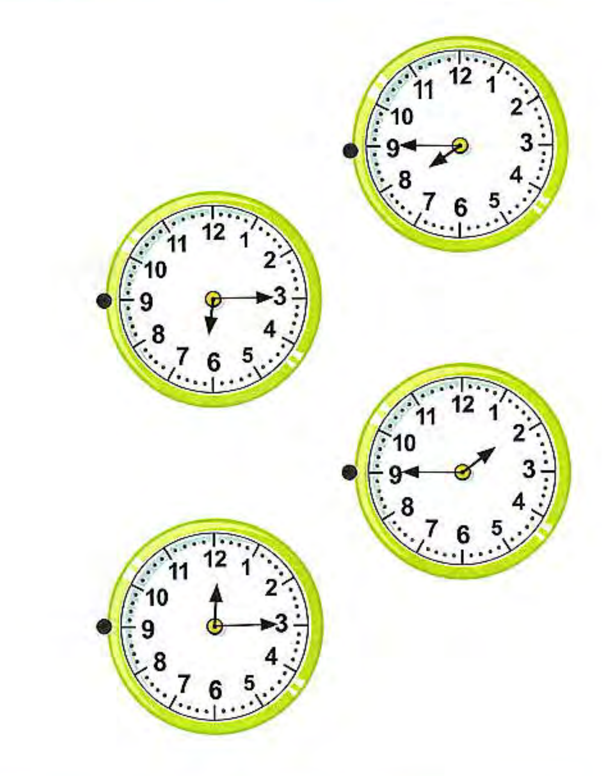
Exercise 29

On Lessons 9 & 10

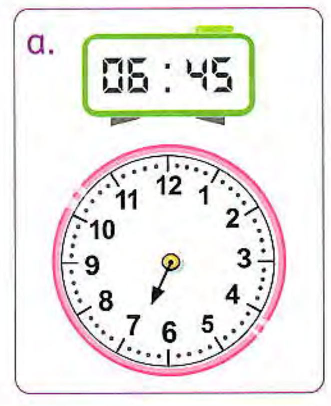
- Reading time in minutes
- More applications on time

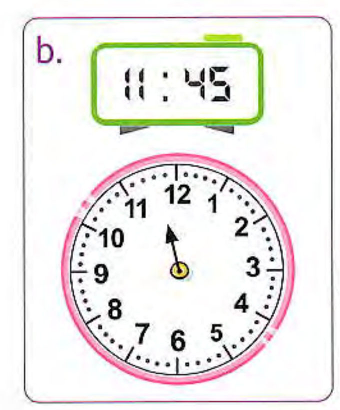
1 Match.

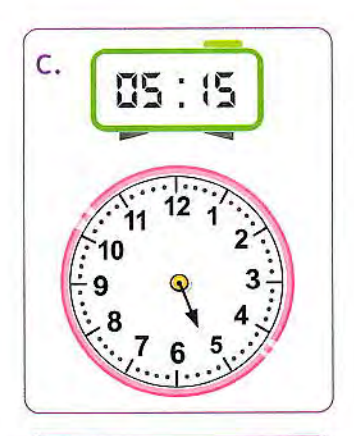


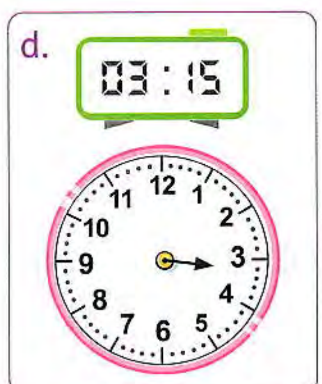


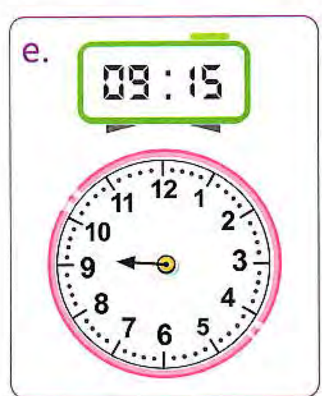
2 Draw the minute hand.

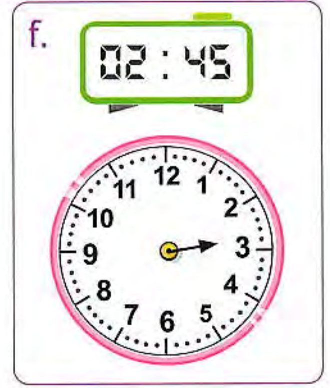




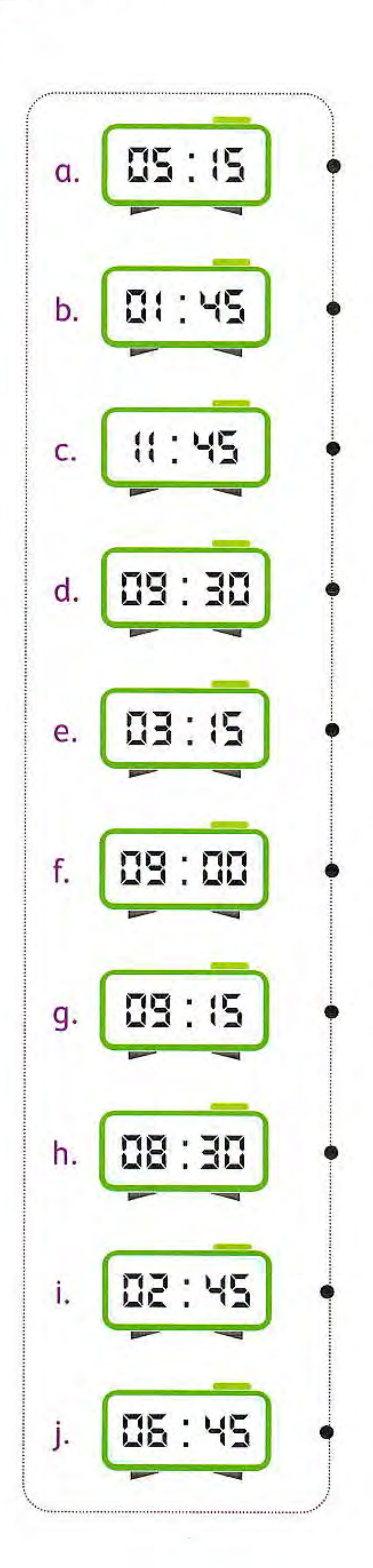






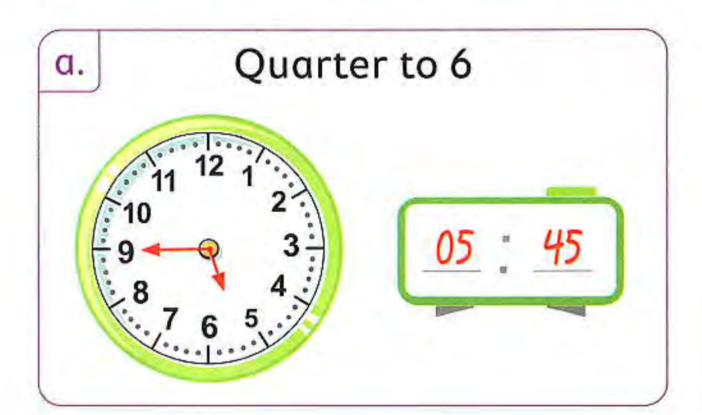


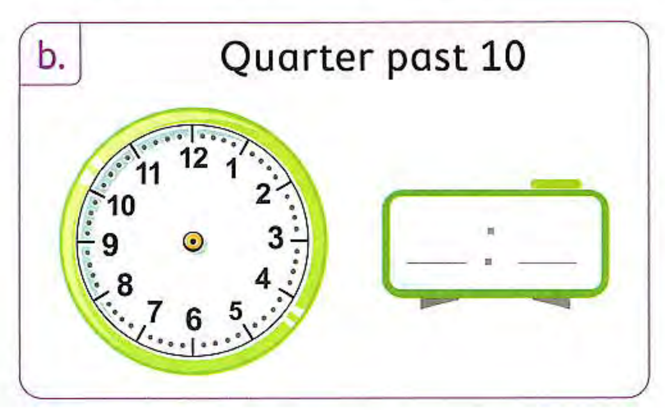
3 Match.

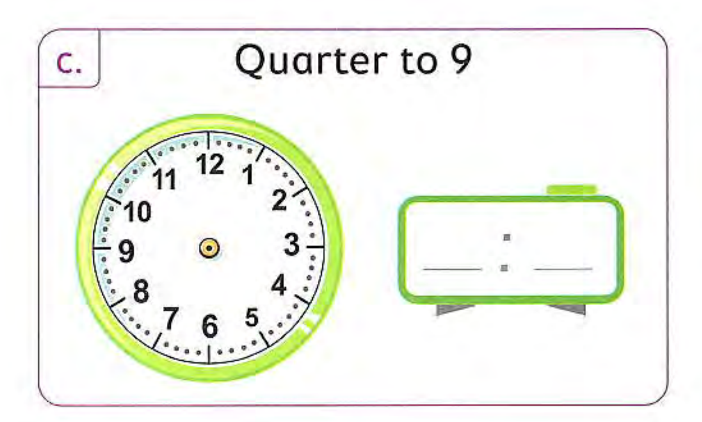


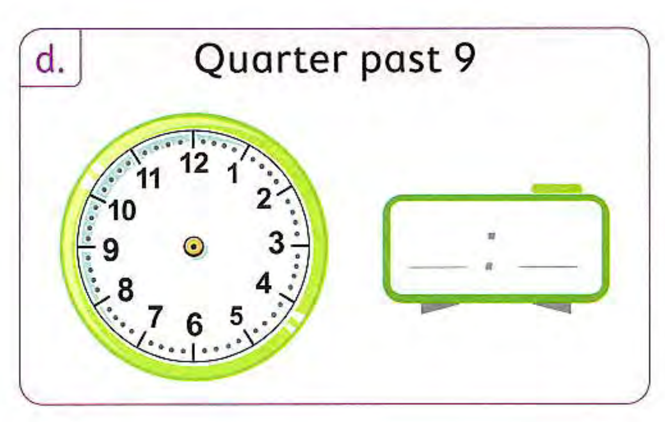
- Quarter to 3
- Quarter to 2
- Quarter past 9
- 9 o'clock
- Quarter to 7
- Half past 9
- Quarter past 5
- Quarter to 12
- Half past 8
- Quarter after 3

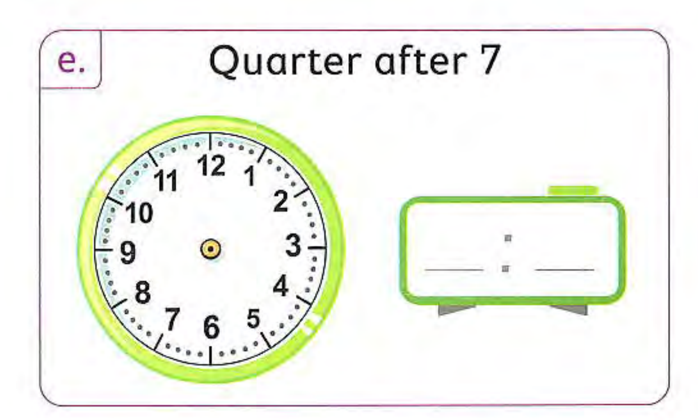
4 **Show the time on the two clocks. The first one is done for you.**

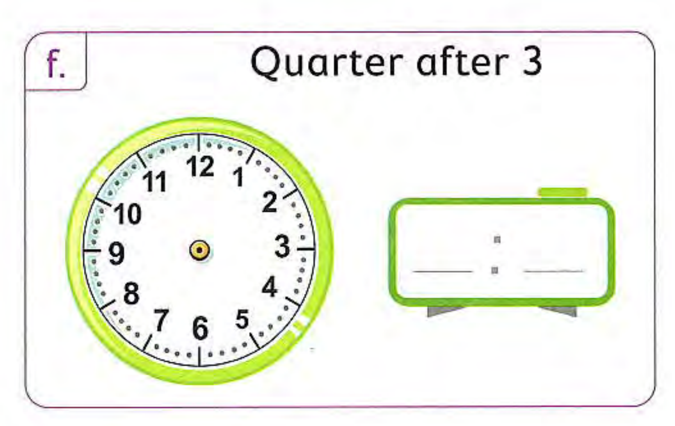


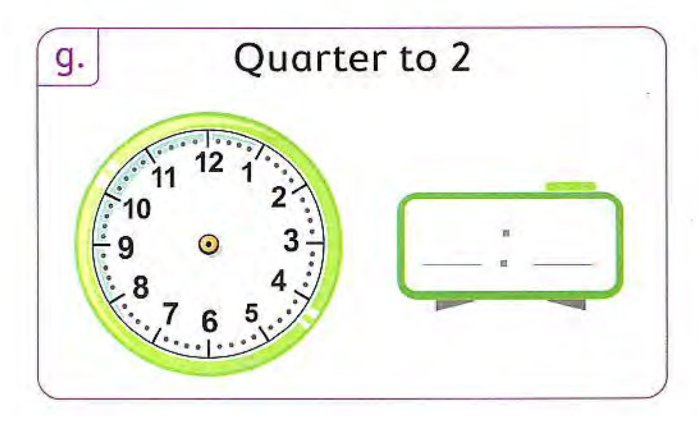


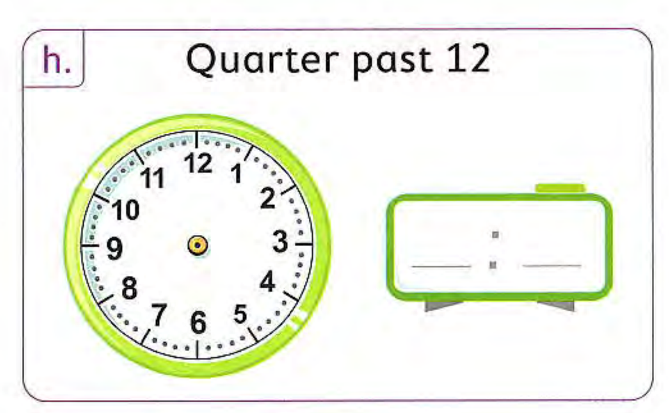






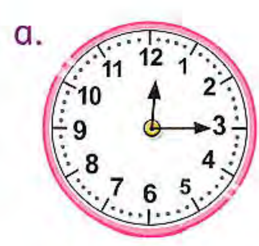






5 Write the time in two ways. The first one is done for you.

a.





12 : 15

Quarter past 12

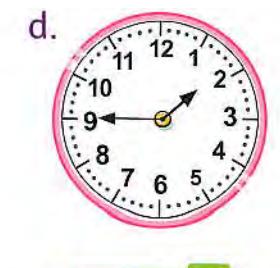
b.



c.

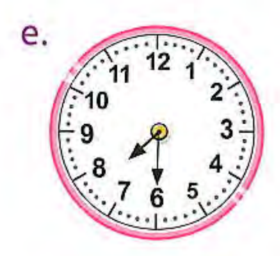


d.



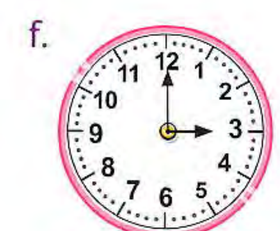


e.





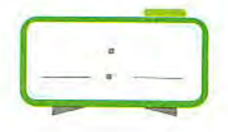
f.



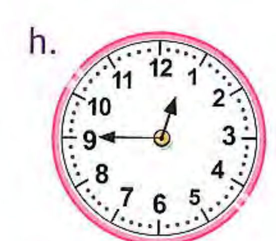


g.



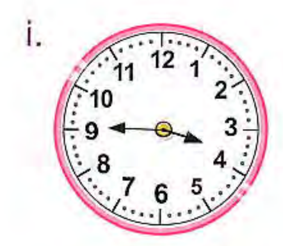


h.



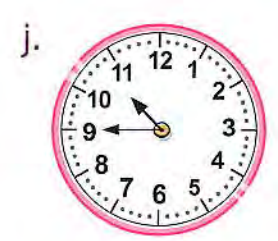


i.



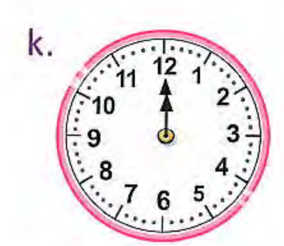


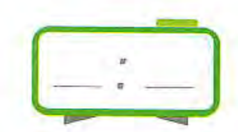
j.



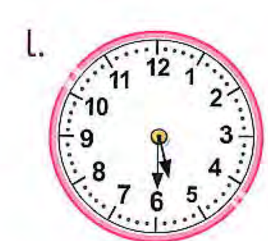


k.





l.





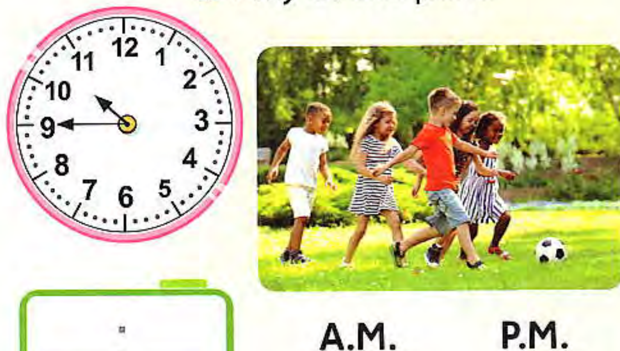




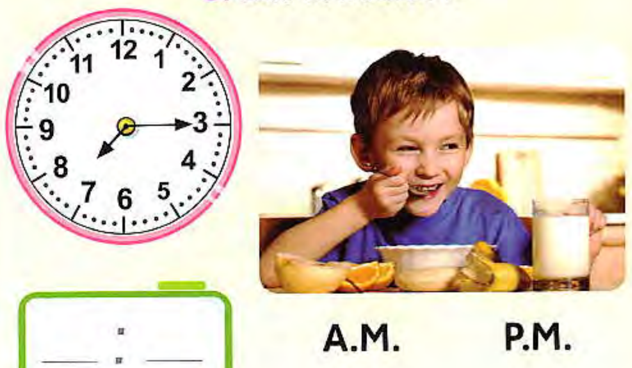
Assessment Chapter 6

1 Write the time. Then circle A.M. or P.M.

a. Play at the park.

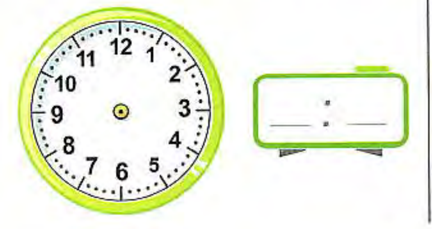


b. Eat breakfast.

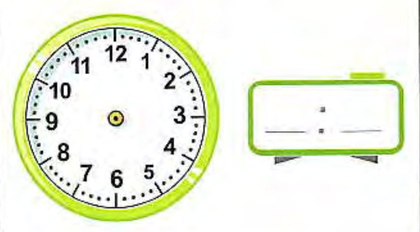


2 Show the time on the two clocks.

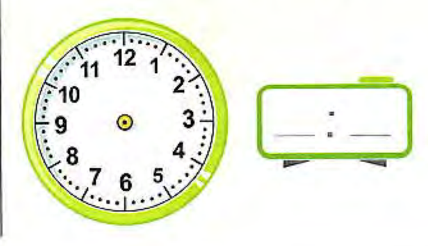
a. half past 3



b. 5 o'clock

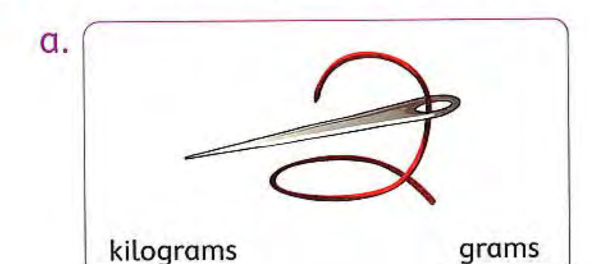


c. quarter to 7

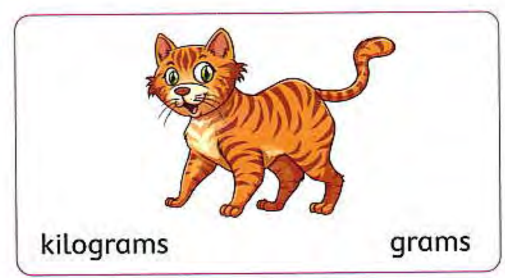


3 Circle the unit you would use to measure the real object.

a.



b.



4 A family bought 6 kilograms of banana and 4 kilograms of apple.

What is the weight in all ?



Accumulative Assessment

Till chapter 6

1 Choose the correct answer.

a. The cube has ______ vertices. (6 **or** 8 **or** 12)

b. The value of the digit 7 in the number 473 is ______ (7 **or** 70 **or** 700)

c. A 2-dimensional shape whose 4 sides are equal in length is ______

(rectangle **or** rhombus **or** triangle)

d. 14 + ______ = 20 (6 **or** 8 **or** 34)

e. 79 ______ 110 (> **or** < **or** =)

2 Complete.

a. 621 in word form is ______

b. The number of vertices of a square-based pyramid is ______

c. 37 + 25 = ______

d. 69 – 37 = ______

e. 300 + 40 + 8 = ______

f. 12 – ______ = 5

3 Write the time in two ways.

a. 

___ : ___

____

b. 

___ : ___

____

c. 



___ : ___

____

4 Nermin has two birds, the weight of one of them is 100 gm and the other weight is 90 gm.





How much do both birds weigh together ?

____

GLOSSARY

A

A.M.	صباحًا
accepted	مقبول
accumulative	تراكمي
actual	فعلي
add	يجمع
addend	المضاف
addition	الجمع
after	بعد
all	كل
altogether	معًا
analog clock	الساعة ذات العقارب
another	آخر
area	مساحة
ascending	تصاعدي
assessment	تقييم
attribute	خاصية

B

backward	للخلف
bar graphs	أعمدة بيانية
base	قاعدة
better	أفضل
bigger	أكبر
break apart	تقسيم

C

calendar	تقويم
category	نوع
centimeter	سنتيمتر
challenge	تحدي
chart	مخطط
check	يتأكد
choose	يختار
circle	دائرة / يضع دائرة حول
closer to	أقرب إلى
color	يلوّن / لون
column	عمود
commutative	إبدال
compare	يقارن
comparing	مقارنة
complete	يكمل
components	مكونات
convert	يحوّل
correct	صحيح
counting	العد
counting back	العد للخلف
counting on	العد للأمام
cube	مكعب
cuboid	متوازي مستطيلات
curved face	وجه منحنى
cylinder	أسطوانة

D

data	بيانات
decide	يقرر
decompose	يحلل
decomposing	التحليل
descending	تنازلي
dice	حجر نرد
difference	فرق
different	مختلف
digit	رقم
digital clock	الساعة الرقمية
dimension	بُعد
distance	مسافة
double	مضاعفة
draw	يرسم

E

edge	حرف
equal to	مساوٍ لـ
estimate	يقدّر
estimation	تقدير
expanded form	الصيغة الممتدة
extra	إضافي

F

face	وجه
fact	حقيقة
few	قليل
fewer	أقل
fewest	الأقل
flat face	وجه مستوى
form	صيغة / شكل

forward	للأمام

G

gram	جرام
graph	بيانى
greater	أكبر
greatest	الأكبر
group	مجموعة

H

half past	ونصف
halfway	منتصف المسافة
half	نصف
heavier	أثقل
heavy	ثقيل
hexagon	شكل سداسى الأضلاع
horizontal	أفقى
hour	ساعة
hour hand	عقرب الساعات
hundreds	مئات

I

incorrect	غير صحيح
information	بيانات

J

join	يوصل

K

key	مفتاح
kilogram	كيلو جرام

L

label	علامة / يضع علامة
last	أخير
learn	يتعلم
least	الأقل
left	باقى
length	طول
less	أقل
let	يجعل
light	خفيف
lighter	أخف
long	طويل

M

make	يكوّن / يجعل
mass	كتلة
match	يوصل
measurement	قياس
mental math	رياضيات ذهنية
meter	متر
midnight	منتصف الليل
minute	دقيقة
minute hand	عقرب الدقائق
missing	مفقود / ناقص
model	نموذج
more	أكثر
most	الأكثر/معظم
move	يتحرك

N

nonstandard	غير معيارى
noon	منتصف النهار
number	عدد

O

object	شيء
ones	آحاد
opposite	مقابل
order	يرتب / ترتيب
or	أو

P

P.M.	مساءً
parallel	يوازى / متوازى
pattern	نمط
pentagon	شكل خماسى الأضلاع
pictograph	التمثيل البيانى المصور
place value	قيمة مكانية
plan	يخطط
plus	زائد
prism	منشور
problem	مشكلة / مسألة
property	خاصية
pyramid	هرم

Q

quadrilateral	شكل رباعى الأضلاع
quantity	مقدار / كمية
quarter past	وربع
quarter to	إلا ربع

R

real	حقيقى
record	يسجل
rectangle	مستطيل
rectangular prism	متوازى مستطيلات
regroup	يعيد التجميع
regrouping	إعادة التجميع
remained	باقى
represent	يمثّل / يعرض
rest	باقى
result	ناتج
rhombus	معين
row	صف
ruler	مسطرة

S

same	نفس الشيء
scale	مقياس
sentence	جملة
shape	شكل
short	قصير
show	يعرض
side	ضلع
skip counting	العد بالقفز
smaller	أصغر
solid	مجسم
solve	يحل
solving	حل
sort	يصنف
sorting	تصنيف
sphere	كرة
square	مربع
standard form	الصيغة الرمزية
standard unit	وحدة القياس المعيارية
start	يبدأ
statement	عبارة
step	خطوة
stick	قضيب / عصا
strategy	استراتيجية
subtract	يطرح
subtraction	طرح
subtrahend	العدد المطروح
sum	مجموع
symbol	رمز

T

table	جدول
take away	يطرح / يزيل
telling time	قراءة الوقت
tens	عشرات
think	يفكر
three-dimensional	ثلاثى الأبعاد
till	حتى
together	معًا
total	مجموع
trapezium	شبه منحرف
trapezoid	شبه منحرف
triangle	مثلث
two-dimensional	ثنائى الأبعاد

U

understand	يفهم
unknown	مجهول

V

value	قيمة
vertex	رأس
vertical	رأسى
vertices	رؤوس
vote	رأى

W

way	طريقة / أسلوب
weigh	يزن
weight	وزن
without	بدون
word form	الصيغة الكلامية
work	يعمل / عمل



Mathematics

By a group of supervisors

STEP BY STEP REVISION

FREE PART

1

- Worksheets
- General Revision
- Final Assessments

10
20
30
40
50
60
70
80
90
100
110
120

2nd PRIMARY
FIRST TERM
2024



Final examinations from some schools



Answer the following questions :

1 Find the result :

(1)
```
  4 5
+ 5 3
-----
.........
```

(2)
```
  7 6
- 3 4
-----
.........
```

(3) 56 + 22 = ...

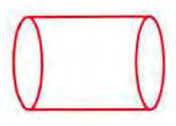
(4) 88 – 30 = ...

2 Arrange the following numbers in an ascending order :

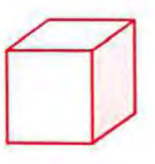
10 , 90 , 86 , 77 and 65

The order is : .... , ... , ... , ... and ....

3 Join :



Cube



Cylinder



Sphere



Cone

4 Maha bought vegetables for 15 pounds and fruit for 20 pounds. How much did she pay ?

She paid = ... + ... = ... pounds.

5 Put "> or < or =" :

(1) 20 + 30 ☐ 50 – 20

(2) 66 ☐ 60 + 6

(3) 25 + 10 ☐ 30 + 17



2 Cairo Governorate

Hadayek El-Kobba Educational Zone
Leaders Language School

Answer the following questions :

1 **Find the result :**

(1)
```
  3 5
+ 6 2
-----
.........
```

(2)
```
  9 6
– 5 6
-----
.........
```

(3) 24 + 42 = ...

(4) 87 – 16 = ...

2 [a] **Complete :**

(1) The fraction which represent the colored part in  is ....

(2) The solid  is called ....

(3) The shape ◯ is called ....

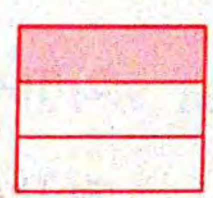
(4) The day that comes after Sunday is ....

(5) 1 week = ... days

[b] **Write the fraction :**


....


....


....

3 **[a] Put the suitable sign "> , < or =" :**

(1) 33 + 20 ☐ 74 | (2) 61 ☐ 95 – 73

(3) 12 ☐ 21

[b] Complete in the same pattern :

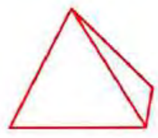
(1) 20 , 30 , ... , ... , ... , ...

(2) 90 , 80 , ... , ... , ... , ...

4 **[a] Join each solid to its name :**



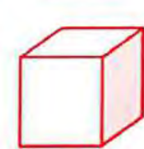
Cone



Cylinder



Cube



Pyramid

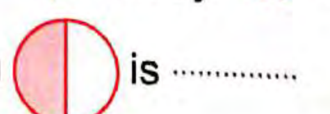
[b] Hazem bought a set of stories for 35 pounds and fishing tools for 62 pounds. Find the total money that Hazem paid.

Hazem paid = ... + ... = ... pounds.

5 **[a] Choose the correct answer :**

(1) The day just before Monday is ....

(Sunday or Friday or Tuesday)

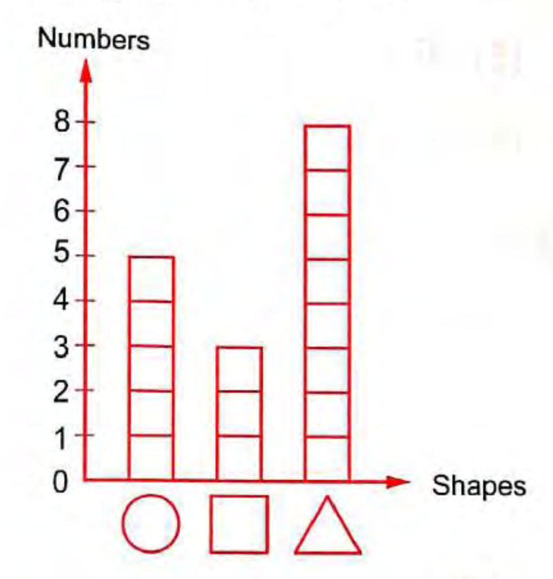
(2) The shaded part in  is .... ($\frac{1}{2}$ or $\frac{1}{3}$ or $\frac{1}{4}$)

(3) The shape  is called ....

(circle or triangle or square)

[b] By using the opposite graph , complete the table :

Shapes	Numbers
◯	....
□	....
△	....



3 Cairo Governorate

Shoubra Educational Zone
Good Shepherd Sisters' Language School



Answer the following questions :

1 Complete the following :

(1) The day just before Monday is ....

(2) 50 + ... = 90

(3) 13 – 0 = ...

(4) The smallest 2-digit number is ....

(5) 42 + 15 = 15 + ...

(6) The value of 7 in the number 73 is ....

2 Choose the correct answer :

(1) 52 is greater than .... (49 **or** 53 **or** 60 **or** 95)

(2) The greatest number of 2 different digits is ....

(11 **or** 98 **or** 10 **or** 99)

(3) The figure □ is called ....

(square **or** circle **or** cube **or** triangle)

(4) Half .... quarter (> or < or =)

(5) 19 – .... = 16 (2 or 3 or 4 or 5)

(6) 79 – 55 = ... (24 or 14 or 34 or 44)

3 **[a] Find the result :**

(1) 87 – 24 = ...

(2) 38 + 10 = ...

(3) 24 + 15 = ...

[b] Complete in the same pattern :

(1) 96 , 86 , 76 , ... , ...

(2) 85 , 80 , 75 , ... , ...

(3) 85 , 86 , 87 , ... , ...

4 **[a] Arrange in a descending order :**

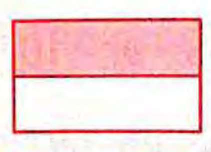
38 , 45 , 25 , 17 and 61

The order is : .... , ... , ... , ... and ....

[b] In one day the number of visitors of a hospital from the boys was 50 and the number of girls was 42
Find the number of visitors that day.

Number of visitors = ... + ... = ... visitors.

5 **[a] Write the fraction which represents the shaded part :**



....



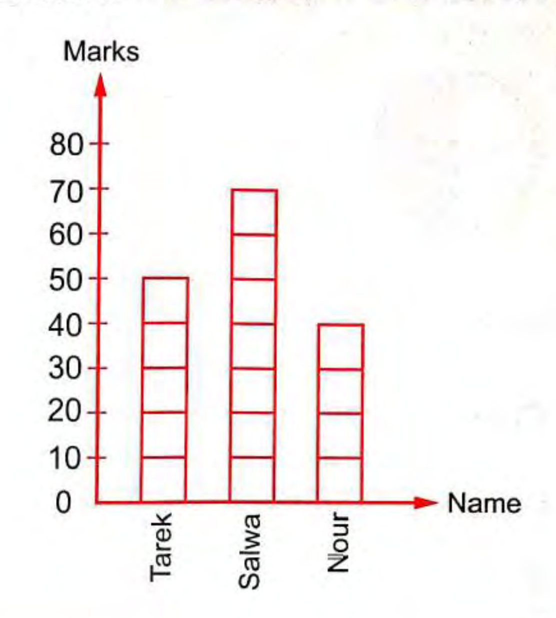
....



....

[b] Complete the following table :

Name	Marks
Tarek	....
Salwa	....
Nour	....



4 Cairo Governorate

East Nasr City Educational Zone
Al Raya Language School



Answer the following questions :

1 [a] Find the result :

(1) 52 + 10 = ...

(2) 23 − 12 = ...

(3) 25 + 4 = ...

(4) 32 − 2 = ...

[b] Choose the correct answer :

(1) The name of the shape ◯ is a .... (circle or square or rectangle)

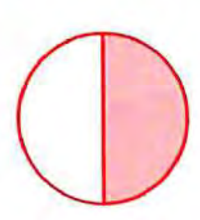
(2) Seven tens = ... (17 or 7 or 70)

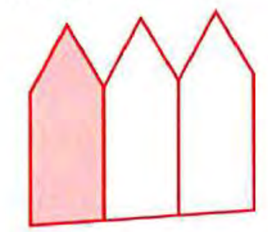
2 [a] Circle the greater number :

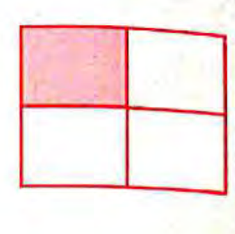
35	21

88	99

[b] Write the fraction according to coloured part :







....

3 [a] Complete :

(1) The day that comes after Sunday is ....

(2) 30 , 31 , ... (in the same pattern)

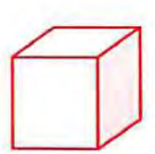
[b] Arrange ascendingly :

35 , 45 , 85 and 25

The order is : .... , ... , ... and ....

4 [a] Join each solid by its name :







Cone Sphere Cube

[b] Ahmed bought a ball for L.E. 81 and a toy car for L.E. 11

Find the total money that he paid.

He paid = ... + ... = L.E. ....

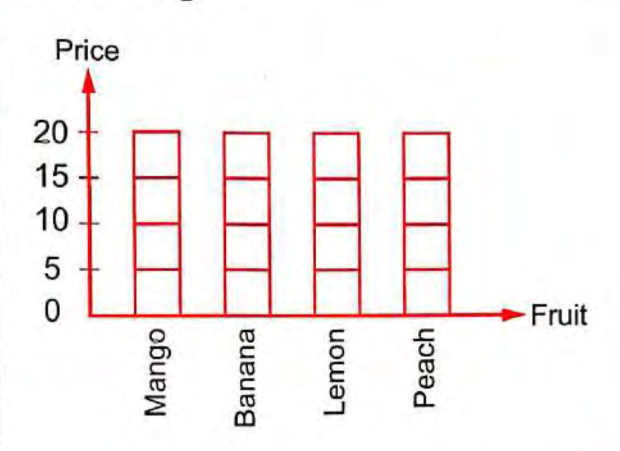
5 [a] Complete :

(1) The smallest 2-digit number is ....

(2) 20 + 30 = ...

[b] Colour according to the following table :

Fruit	Price
Mango	15
Banana	20
Lemon	5
Peach	10



5 Cairo Governorate

New Cairo Educational Zone
Manor house Language Schools



Answer the following questions :

1 **Find the result :**

(1)
$$\begin{array}{r} 45 \\ +\ 32 \\ \hline \ldots\ldots \end{array}$$

(2)
$$\begin{array}{r} 25 \\ -\ 11 \\ \hline \ldots\ldots \end{array}$$

(3) 56 + 22 = ...

(4) 67 – 43 = ...

2 **Arrange in a descending order :**

19 , 36 , 72 , 74 and 85

The order is : .... , ... , ... , ... and ....

3 **[a]** **Put "< , > or =" :**

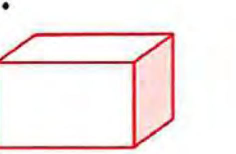
(1) 25 – 10 ☐ 5

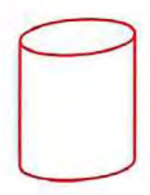
(2) 32 + 16 ☐ 50

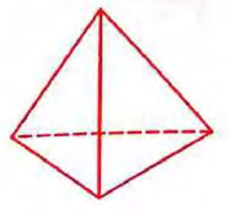
[b] **In a school there are 52 boys and 31 girls.**
How many children are there in the school ?

The number of children = ... + ... = ... children.

4 **Join :**



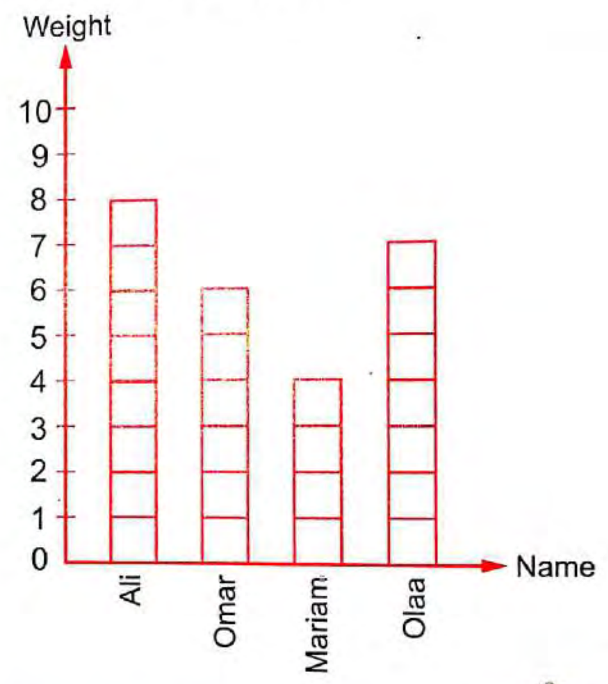




Cylinder   Cuboid   Pyramid

5 **Complete the following table from the graph :**

Name	Weight
Ali	....
Omar	....
Mariam	....
Olaa	....



6 Cairo Governorate

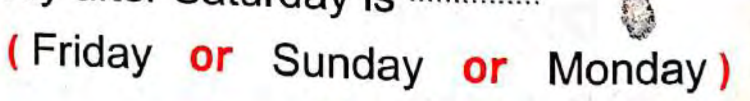
Rod El-Farag Educational Zone
◦St.Mary's School



Answer the following questions :

1 **Choose the correct answer :**

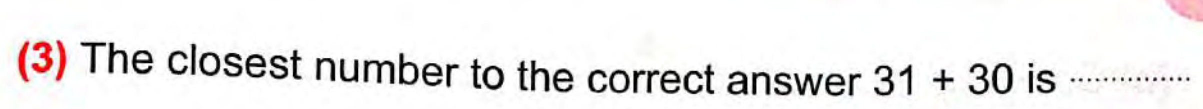
(1) The day that comes directly after Saturday is ....



(2) A triangle is one of the faces of ....



(sphere **or** pyramid **or** cube)



(3) The closest number to the correct answer 31 + 30 is ....

(30 **or** 60 **or** 80)

(4) The line that has a length shorter than ——— is ....

(———— **or** —— **or** ———)

❷ Complete :

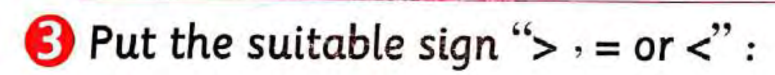
(1) The length of the opposite figure by using ⊂⊃ as a unit is ....



(2) 24 + 15 = ...

(3) 22 , 32 , 42 , ... , ... , ... (in the same pattern)

(4) 78 – 34 = ...



❸ Put the suitable sign "> , = or <" :

(1) 50 pounds ☐ 20 pounds.

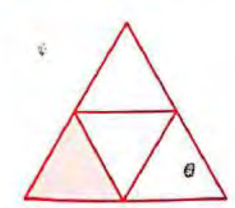
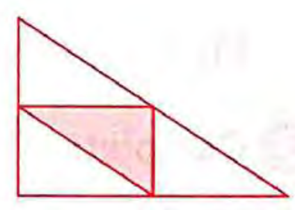
(2) 77 – 32 ☐ 45

(3) The length of the car ☐ The length of the book

(4) $\frac{1}{4}$ ☐ $\frac{1}{2}$



❹ [a] Circle the figures which its quarter is coloured :

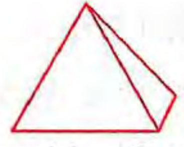
[b] Choose the name of each solid :



(Sphere – Cuboid)



(Cylinder – Cube)



(Pyramid – Square)

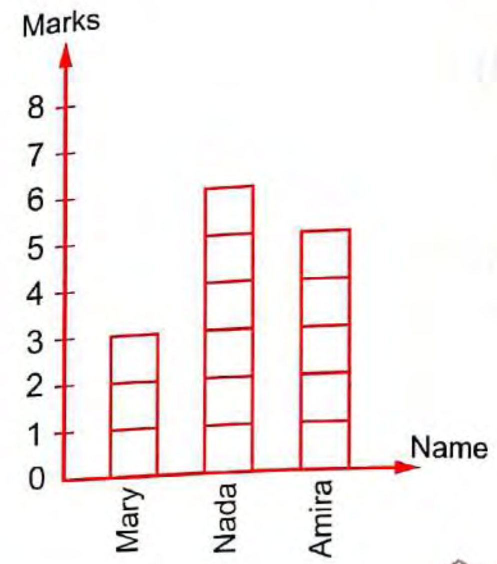
❺ [a] Your mother gave you L.E. 48 You spent L.E. 21

What is the remainder with you ?

The remainder = ... = L.E. ....

[b] Complete the table using the opposite graph :

Name	Marks
Mary	....
Nada	....
Amira	....



7 Cairo Governorate

Nasr City Educaional Zone
St. Fatima Language School



Answer the following questions :

1 Choose the correct answer :

(1) 64 + 13 = ... (77 or 88 or 67)

(2) 4 units , 6 tens = ... (60 or 46 or 64)

(3) The smallest 2-digit number is .... (11 or 10 or 12)

(4) 5 tens = ... (5 or 50 or 51)

2 Complete :

(1) 83 – 41 = ...

(2) The greatest 2-digit number is ....

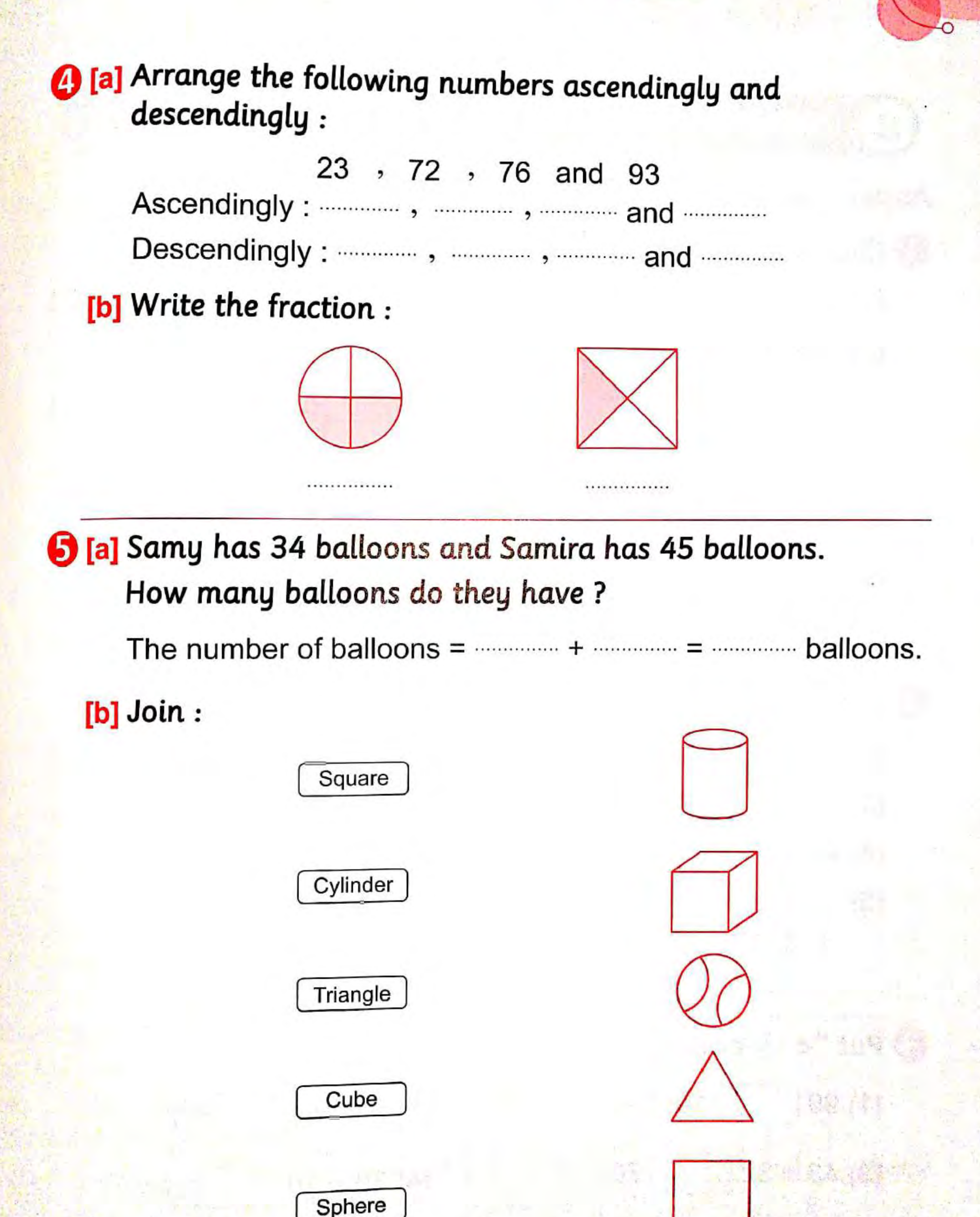
(3) The number of days of the week is ....

(4) 60 > ....

3 Complete in the same pattern :

(1) 70 , 60 , ... , ... , ...

(2) 10 , 15 , ... , ... , ...



4 [a] **Arrange the following numbers ascendingly and descendingly :**

23 , 72 , 76 and 93

Ascendingly : .... , ... , ... and ....

Descendingly : .... , ... , ... and ....

[b] **Write the fraction :**

....

5 [a] **Samy has 34 balloons and Samira has 45 balloons. How many balloons do they have ?**

The number of balloons = ... + ... = ... balloons.

[b] **Join :**

Square

Cylinder

Triangle

Cube

Sphere





Answer the following questions :

1 Choose the correct answer :

(1) 20 = ... tens. (3 or 5 or 2)

(2) The shape [triangle] is called a .... (triangle or cube or cone)

(3) The place value of 5 in 53 is .... (tens or units)

(4) The smallest two digit number is .... (99 or 10 or 9)

(5) Sixteen in digits is .... (60 or 16 or 66)

(6) 7 tens = ... (7 or 70 or 17)

2 Complete :

(1) 50 + 7 = ...

(2) 8 tens + 7 units = ...

(3) 10 , 30 , ... , ... (in the same pattern)

(4) 49 = ... tens + ... units

(5)
```
  5 3
+ 2 1
-----
.....
```

(6)
```
  6 4
- 5 4
-----
.....
```

3 Put "< , > or =" :

(1) 99 ☐ 10

(2) 6 tens ☐ 60

(3) 43 + 32 ☐ 70

(4) 30 + 10 ☐ zero

(5) 3 tens + 2 units ☐ 32

(6) 46 – 13 ☐ 46 + 13

4 Join each shape to its name :

Cone	
Pyramid	
Cube	
Rectangle	
Cylinder	
Sphere	

5 Notice then complete :

Months	The amount
Jan.	....
Feb.	....
Mar.	....
Apr.	....
May	....
June	....

The amount
10
9
8
7
6
5
4
3
2
1
0
Months
Jan. Feb. Mar. Apr. May June



Answer the following questions :

1 Choose the correct answer :

(1) The greatest 2-digit number is .... (11 or 99 or 36)

(2) The figure ◯ its name is .... (square or circle or triangle)

(3) 22 + 43 = ... (71 or 65 or 73)

(4) 9 tens = ... (9 or 90)

(5) [shape divided into 2 parts, 1 shaded] = ... ($\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{1}{2}$)

(6) The biggest number is .... (3 or 7 or 4)

2 Complete :

(1) 37 = 30 + ...

(2) 9 unit , 4 tens = ...

(3) The day that comes after Saturday is ....

(4) 64 – 12 = ...

(5) The number of days of the week is ....

(6) 30 > ....

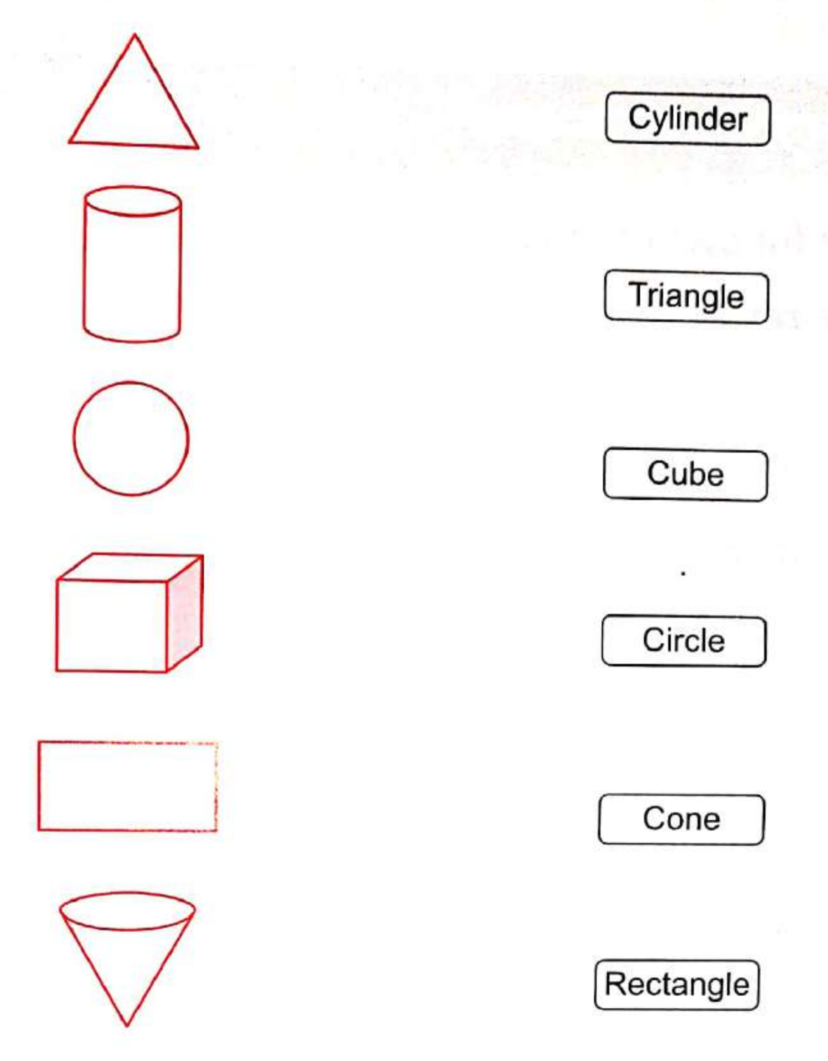
3 Complete in the same pattern :

(1) 44 , 55 , 66 , ... , ...

(2) 42 , 52 , 62 , ... , ...



4 Join :

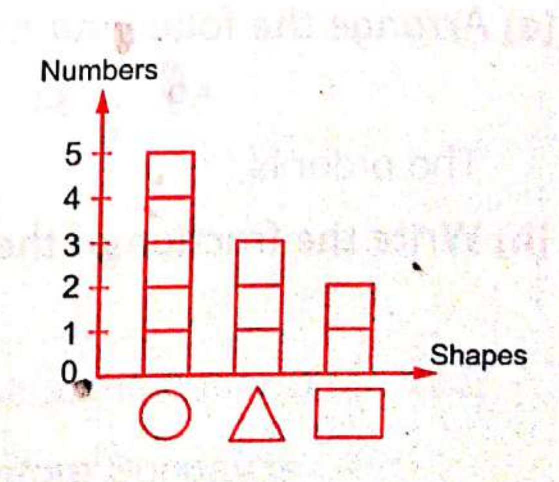


5 [a] Omar has 48 pounds. He bought a toy for 46 pounds.
How much money is left with him ?

The left money = ... – .... = ... pounds.

[b] Complete the table :

Shapes	Numbers
○	....
△	....
▭	....





Answer the following questions :

1 Find the result of :

(1) 25 + 42 = ...

(2) 39 – 14 = ...

(3) 64 + 10 = ...

(4) 80 – 30 = ...

2 Choose the correct answer

(1) The week has .... days. (12 or 7 or 6)

(2) 64 + 13 = ... (77 or 88 or 67)

(3) The figure △ is called ....

(square or triangle or circle)

(4) The day that comes after Thursday is ....

(Monday or Sunday or Friday)

3 Put "< , > or =" :

(1) 37 + 11 ☐ 37 – 11

(2) Half ☐ quarter.

(3) One day ☐ one week.

(4) 7 tens ☐ 30 + 40

4 [a] Arrange the following numbers in an ascending order :

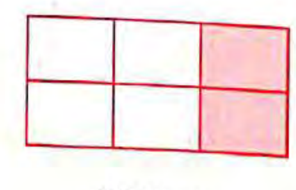
59 , 34 , 19 and 57

The order is : .... , ... , ... and ....

[b] Write the fraction of the shaded part :



....



....



....

5 Complete the following table and colour according to the number :

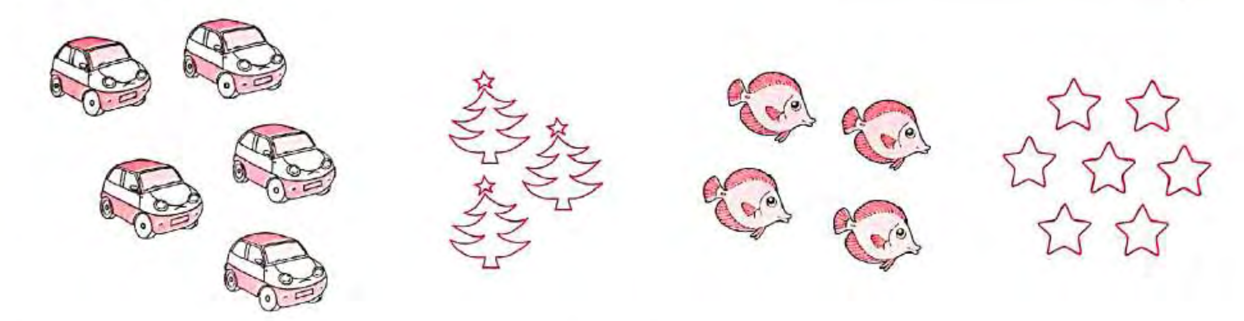
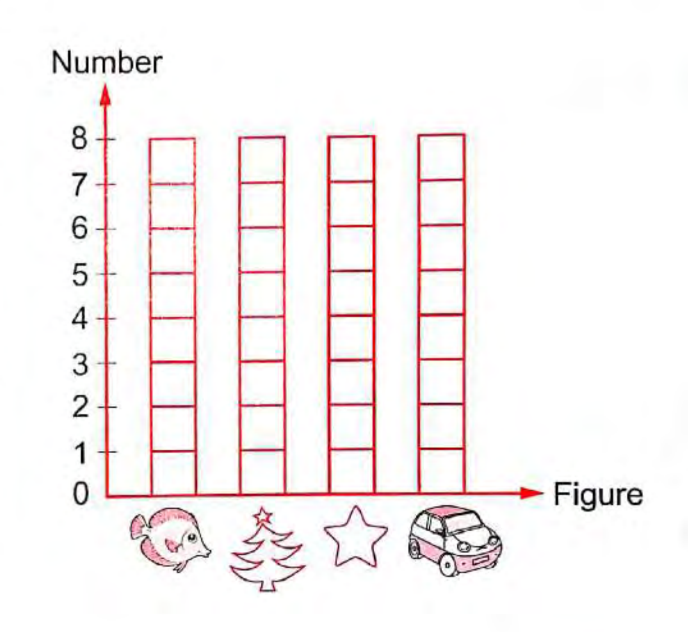


Figure	Number
(fish)	....
(tree)	....
(star)	....
(car)	....



11 Cairo Governorate — El-Zeiton Educational Zone, Talaea Gaber El-Ansary Language School



Answer the following questions :

1 Complete :

(1) One week = ... days.

(2) The day just after Monday is ....

(3) 80 , 70 , 60 , ... , 40 (in the same pattern)

(4) The day that comes directly before Sunday is ....

2 Choose the correct answer :

(1) Two consecutive numbers their sum 15 are ....

(10 , 5 or 6 , 9 or 7 , 8)

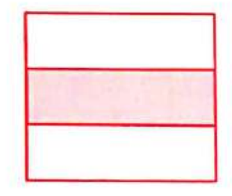
(2) The figure  is called ....

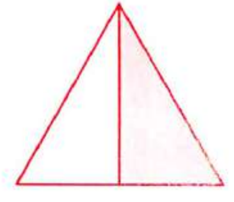
(square or circle or cone)

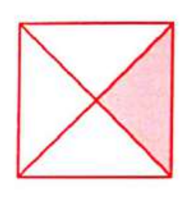
(3) 4 + ... = 9 (5 or 6 or 7)

(4) Half .... quarter. (> or < or =)

3 Write the following fractions in letters and in digits :







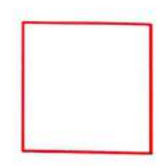
....

....

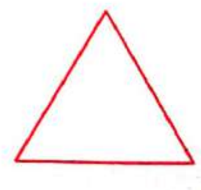
4 [a] Write the name of each shape :



....



....



....

[b] Put " > , = or < " :

(1) $\frac{1}{2}$ ☐ $\frac{1}{3}$

(2) 1 ☐ $\frac{1}{2}$

(3) $\frac{1}{3}$ ☐ 1

5 **[a] Find the result :**

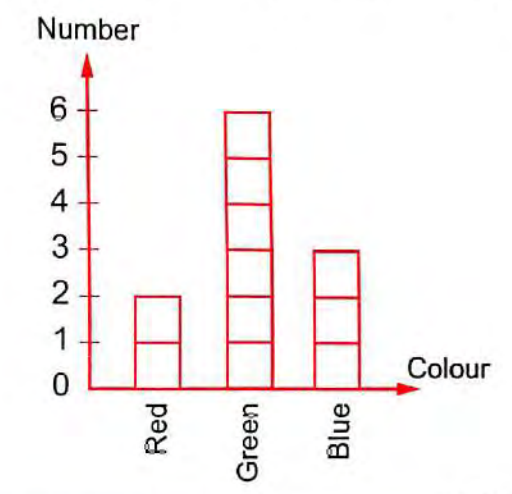
(1) $\begin{array}{r} 54 \\ +\ 45 \\ \hline \end{array}$ ....

(2) $\begin{array}{r} 26 \\ +\ 31 \\ \hline \end{array}$ ....

(3) $\begin{array}{r} 69 \\ -\ 24 \\ \hline \end{array}$ ....

[b] Complete the following table using the opposite graph :

Colour	Number
Red	....
Green	....
Blue	....







Al-Haram Educational Directorate
Al-Mostakbal Language School

Answer the following questions :

1 **[a] Find the result :**

(1) $\begin{array}{r} 26 \\ +\ 42 \\ \hline \end{array}$ ....

(2) $\begin{array}{r} 54 \\ +\ 20 \\ \hline \end{array}$ ....

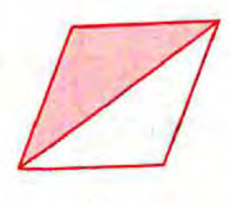
(3) $\begin{array}{r} 97 \\ -\ 53 \\ \hline \end{array}$ ....

(4) $\begin{array}{r} 85 \\ -\ 41 \\ \hline \end{array}$ ....

[b] Rana bought a toy for 30 pounds and a bag for 60 pounds. How much money did she pay ?

She paid = ... + ... = ... pounds.

2 **[a] Write the fraction :**


....


....


....

[b] Put "< or = or >" :

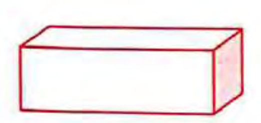
(1) 70 – 30 ☐ 50

(2) Seventy ☐ 60 + 10

(3) 63 ☐ 36

(4) 94 ☐ 95

3 Match :









Triangle | Cuboid | Circle | Cylinder

4 Complete :

(1) The day that comes after Sunday is ....

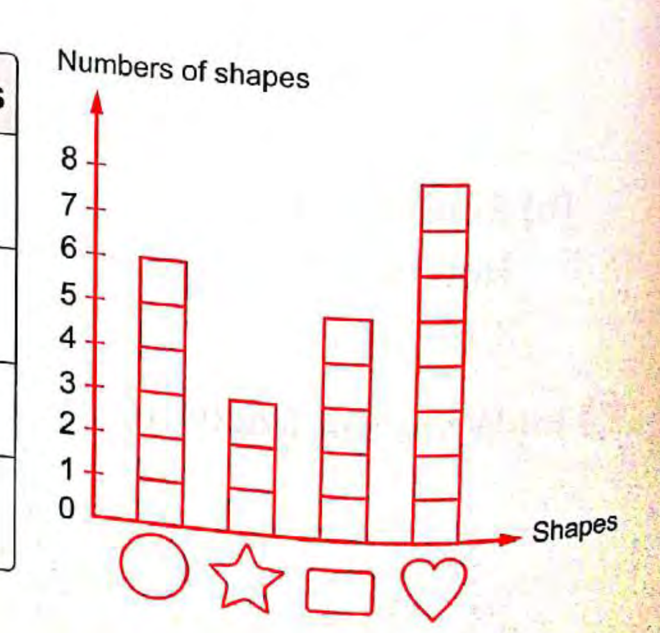
(2) 10 , 20 , 30 , ... , ... (in the same pattern)

(3) 34 , 35 , 36 , ... , ... (in the same pattern)

(4) This solid ☐ is called ....

5 Complete :

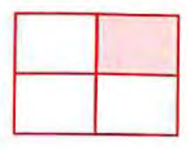
Shape	Number of shapes
	....
	....
	....
	....



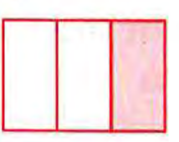


Answer the following questions :

1 Write the fraction according to the shaded part :







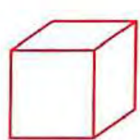
.... / .... / .... / ....

2 Join each figure to its name :

Cube



Cylinder



Pyramid



3 Find the result :

(1) 42 + 53 = ...

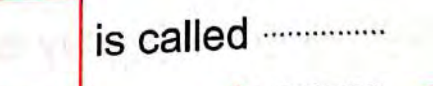
(2) 64 + 32 = ...

(3) 99 − 45 = ...

4 [a] Choose the correct answer :

(1) 42 , 52 , 62 , ... (72 or 82 or 92)

(2) The day just after Saturday is .... (Monday or Sunday or Thursday)

(3) The figure  is called .... (square or circle or triangle)

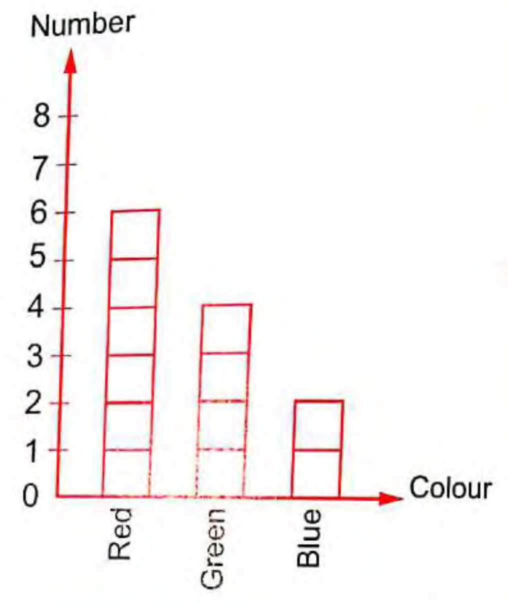
[b] *Ali bought a toy for 56 pounds and another toy for 22 pounds.*

What is the total sum he paid ?

He paid = ………… + ………… = ………… pounds.

5 *From the following graph , complete the table :*

Colour	Number
Red	…………
Green	…………
Blue	…………



14 Giza Governorate

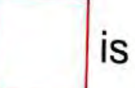
Al-Haram Educational Zone
Pyramids Language School



Answer the following questions :

1 **Complete :**

(1) 40 + 20 = …………

(2) The name of this shape  is …………

(3) 60 + 7 = …………

(4) 72 – 30 = …………

(5) The fraction of the shaded part  is …………

2 **Choose :**

(1) The day that just comes after Monday is …………

(Saturday **or** Sunday **or** Tuesday)

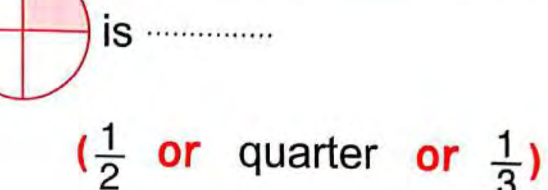


(2) Thirty four = ... "in digits" (34 or 74 or 17)

(3) The name of this solid  is ....

(cube or triangle or square)

(4) 21 + ... = 54 (12 or 33 or 23)

(5) The fraction of the shaded part  is ....

($\frac{1}{2}$ or quarter or $\frac{1}{3}$)

3 Put "< , > or =" :

(1) 44 + 20 ☐ 80

(2) 19 ☐ 99 – 90

(3) 13 ☐ Forty

(4) 87 ☐ 78

(5) The length of ——— ☐ The length of ——————

4 [a] Find the result :

(1)
```
  6 2
+ 3 5
-----
.....
```

(2)
```
  3 1
+   8
-----
.....
```

(3)
```
  5 8
- 1 5
-----
.....
```

(4) 61 – 1 = ...

[b] Find the missing number : .... + 14 = 58

5 [a] Ahmed has 45 pounds and his sister has 23 pounds.

How much money do they both have ?

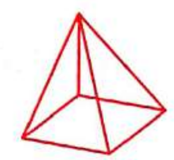
They have = ... = ... pounds.



[b] Join :



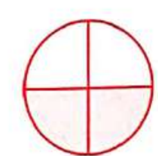
Rectangle



Third

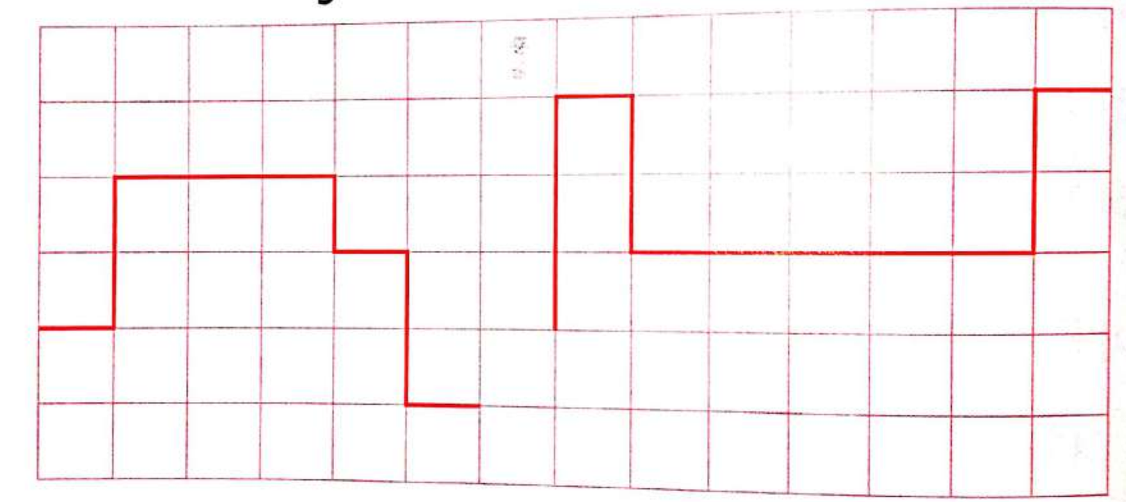


Half



Pyramid

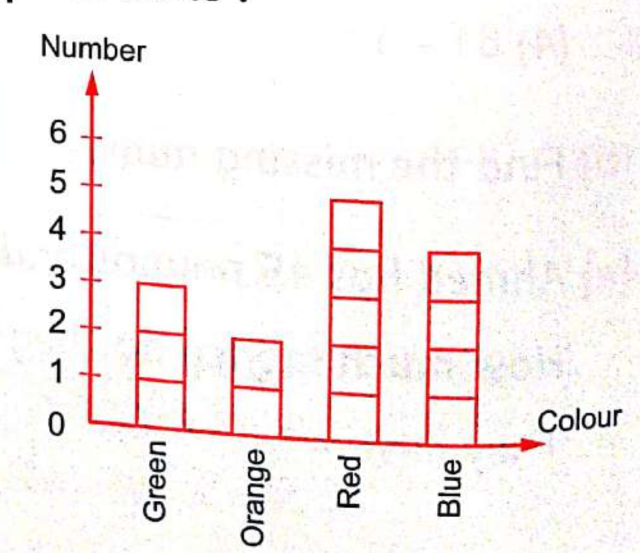
6 [a] *Measure the length of each line :*



The length = ... units. | The length = ... units.

[b] *Notice the graph and complete table :*

Colour	Number
Green	....
Orange	....
Red	....
Blue	....



15 Alexandria Governorate

Eastern Educational Zone
Taymour English School

Answer the following questions :

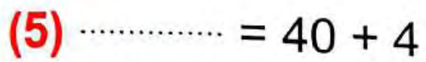
1 Complete the following :

(1) 26 + 33 = ...

(2) 57 – 31 = ...

(3) The number of the days in a week = ...

(4) The fraction which represents the coloured part is ....

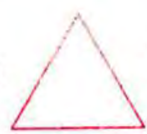


(5) .... = 40 + 4

(6) Thirteen is written in digits as ....

2 Choose the correct answer :

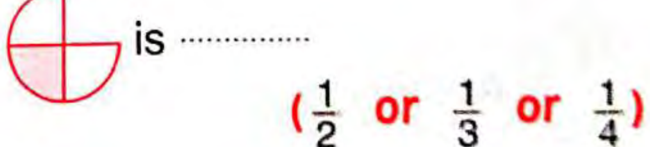
(1) 97 – 55 .... 90 (> or < or =)

(2) The figure  is called ....

(square or triangle or circle)

(3) The day that comes directly after Sunday is ....

(Monday or Saturday or Tuesday)

(4) The shaded part of the figure  is ....

($\frac{1}{2}$ or $\frac{1}{3}$ or $\frac{1}{4}$)

(5) The greatest two digit number is ....

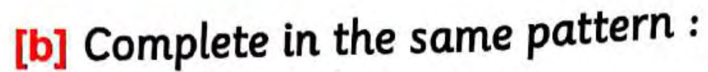
(11 or 99 or 98)

(6) 42 = ... (40 + 2 or 20 + 4 or 20 + 21)

3 [a] Arrange the following in an ascending order :

53 , 55 , 45 and 54

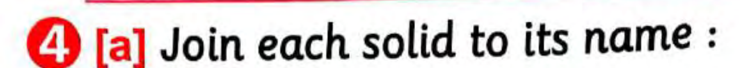
The order is : .... , ... , ... and ....



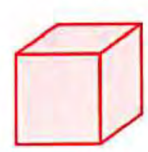
[b] Complete in the same pattern :

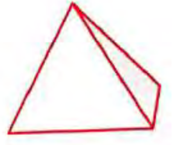
(1) 51 , 53 , 55 , ... , ...

(2) △ , ○ , △ , ○ , △ , ... , ...



4 [a] Join each solid to its name :






Sphere | Cube | Cone | Pyramid

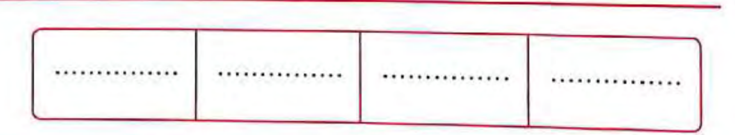
[b] Order from the shortest to the longest :

(a) ____________________

(b) ____________

(c) _____

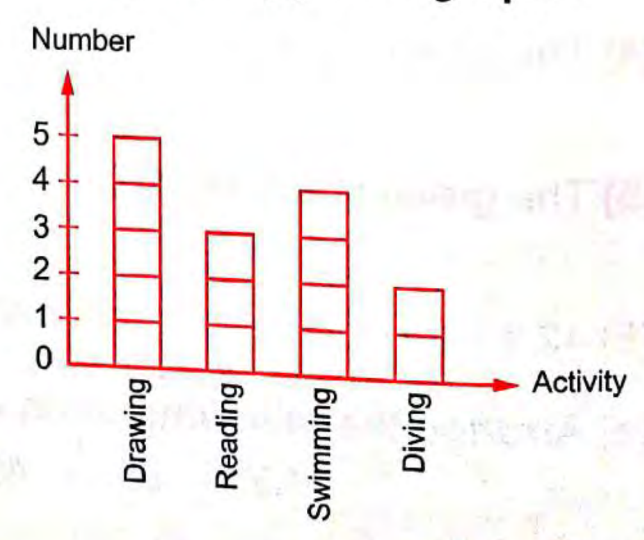
(d) ______________________________________



....	....	....	....

5 Complete the following table using the opposite graph :

Activity	Number
Drawing	....
Reading	....
Swimming	....
Diving	....



16 Alexandria Governorate

Central Educational Zone
Maths Supervision



Answer the following questions :

1 Complete :

(1) 93 = ... tens , ... units.

(2) The day that comes after Wednesday is ....

(3) 3 , 13 , 23 , 33 , 43 , ... , ... (in the same pattern)

(4) The number just before 80 is ....

2 [a] Choose the correct answer :

(1) Fifty two = ... (20 + 5 or 5 + 2 or 50 + 2)

(2) 39 .... 90 (< or = or >)

(3) (ball) is .... (pyramid or sphere or cube)

[b] Mazen bought milk and juice , the price of each one is in the picture.
What is the total price he paid ?



L.E. 13



L.E. 22

The total price = ... + ... = L.E. ....

3 Find the result :

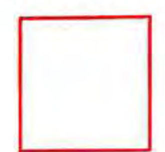
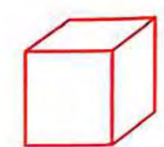
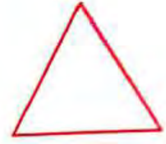
(1) 33 + 53 = ...

(2) 90 − 40 = ...

(3) 56 + 41 = ...

(4) 67 − 34 = ...

4 **[a] Join each figure to its name :**


Cube   Cone   Square   Triangle

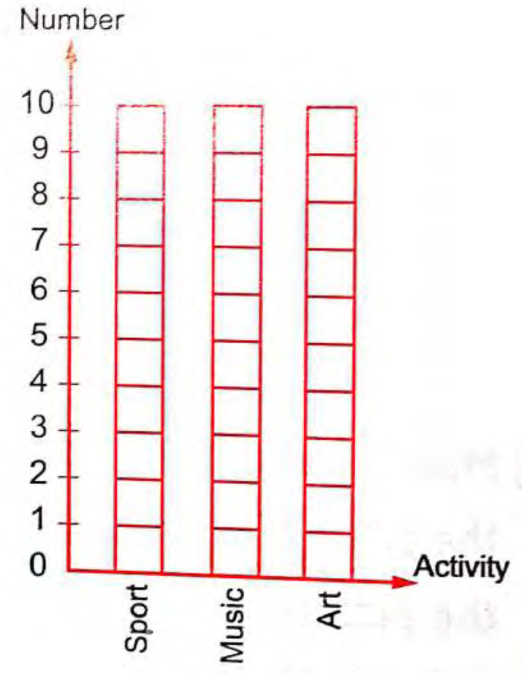
[b] Arrange in a descending order :

78 , 56 , 12 and 43

The order is : .... , ... , ... and ....

5 **Shade according to the number :**

Activity	Number
Sport	7
Music	4
Art	8



17 El-Kalouybia Governorate

El-Obour Educational Zone
Rajac Language School



Answer the following questions :

1 **Find the result :**

(1) 38 + 50 = ...

(2) 96 − 34 = ...

(3) 52 + ... = 87

2 Complete :

(1) 10 , ... , 30 , 40 , ... , ... , ...

(in the same pattern)

(2) 36 + ... > 36 + ...

(3) The greatest number that can be formed from 3 and 8 is ....

(4) 20 , 22 , 24 , ... , ... , ... (in the same pattern)

3 [a] Ahmed is 20 years old and Ali is 23 years old. Find the sum of their ages.

The sum = ... = ... years.

[b] Write the fraction :


....


....

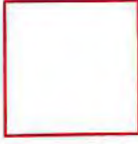

....

4 [a] Join :

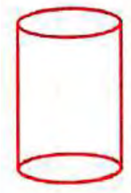
Cylinder



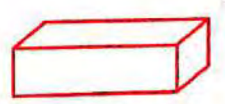
Cone



Cuboid



Triangle



Square



[b] Put "> or < or =" :

(1) 50 ☐ 40 + 10

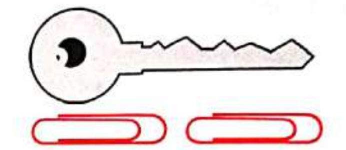
(2) 30 + 20 ☐ 30 – 20

(3) 35 ☐ 53

---

5 [a] Find the length :

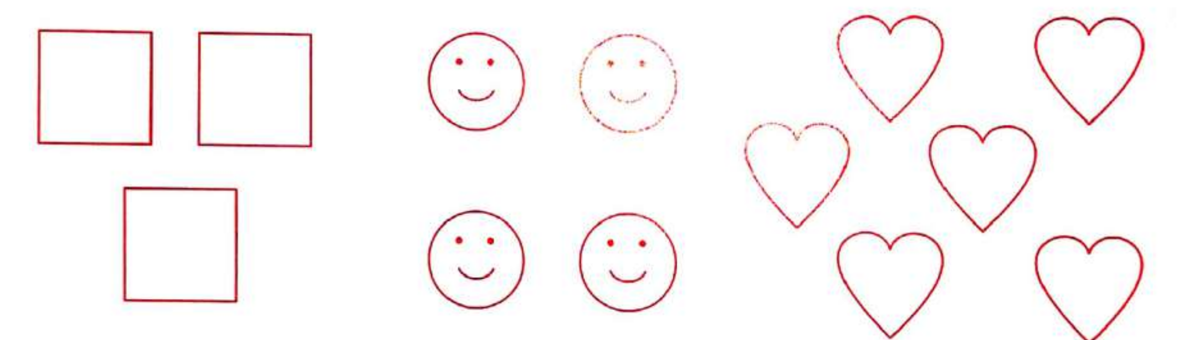




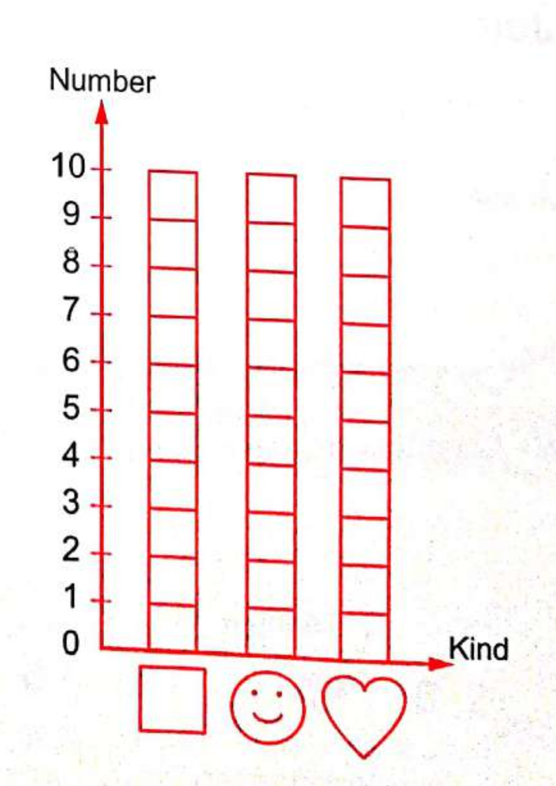
(1) The length = ... unit

(2) The length = ... unit

[b] Complete the following table and colour according to the number :



Kind	Number
☐	....
☺	....
♡	....



18 Al-Sharkia Governorate



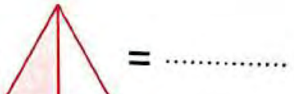


Answer the following questions :

1 Complete :

(1) 54 = 50 + ...

(2) 30 + 24 = 24 + ...

(3) The fraction that represents the shaded part  = ...

(4) The number of the days of the week = ... days.

2 Choose the correct answer :

(1) 50 + 12 .... 62 ($<$ or $>$ or =)

(2) The figure ◯ is called ....

(rectangle or circle or square)

(3) 20 + ... = 30 (10 or 20 or 30)

(4) 10 pounds and 3 pounds = ... pounds.

(30 or 13 or 31)

3 Find the result :

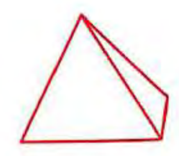
(1)
```
  5 2
+ 3 1
-----
.....
```

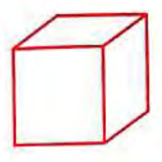
(2)
```
  9 6
- 5 4
-----
.....
```

(3) 23 + 41 = ...

(4) 65 – 15 = ...

4 Match each solid with its name :



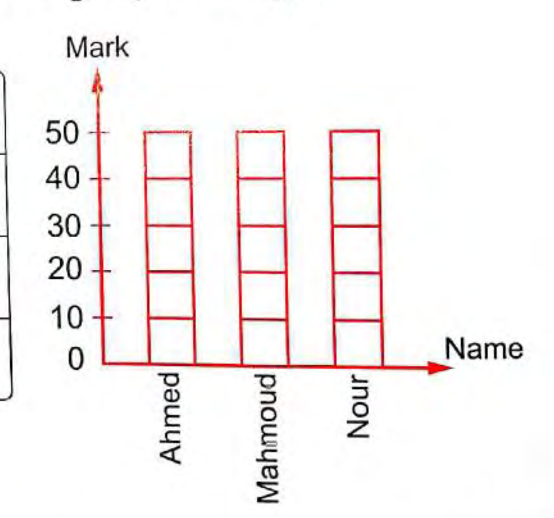
Pyramid   Cone   Cube   Sphere

5 [a] Complete in the same pattern :

24 , 25 , 26 , ... , ... , ...

[b] Represent the following table graphically :

Name	Mark
Ahmed	20
Mahmoud	30
Nour	10



19 Beni Suef Governorate

Beni Suef Educational Directorate
St.Mark's Language Schools



Answer the following questions :

1 Find the result :

(1) $\begin{array}{r} 24 \\ +\ 13 \\ \hline \end{array}$ ....

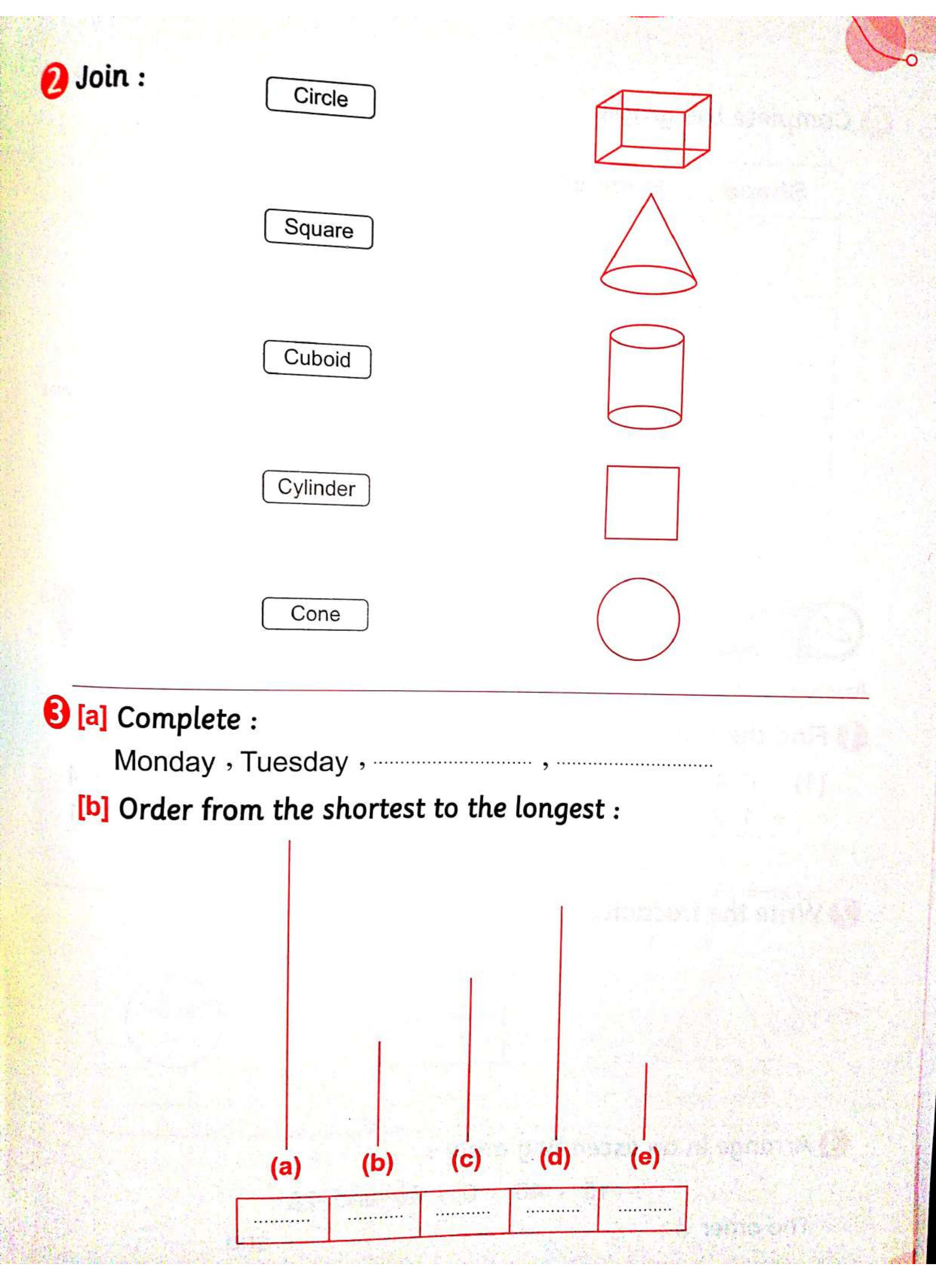
(2) $\begin{array}{r} 62 \\ -\ 11 \\ \hline \end{array}$ ....

(3) $\begin{array}{r} 32 \\ +\ 14 \\ \hline \end{array}$ ....

(4) 76 – 74 = ...

(5) 60 + 14 = ...

2 Join :



3 [a] Complete :

Monday , Tuesday , ... , ...

[b] Order from the shortest to the longest :

....	....	....	....	....

❹ Complete the graph :

Shape	Number
	5
	3
	1
	2
	4

Numbers

5
4
3
2
1
0

Shapes

20 Matrouh Governorate

Matrouh Educational Directorate
Alhoria Language School



Answer the following questions :

❶ Find the result :

(1) $\begin{array}{r} 84 \\ +\ 12 \\ \hline \end{array}$ ....

(2) $\begin{array}{r} 66 \\ +\ 23 \\ \hline \end{array}$ ....

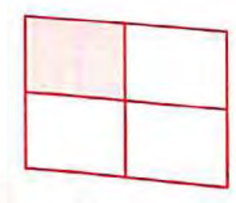
(3) $\begin{array}{r} 25 \\ -\ 13 \\ \hline \end{array}$ ....

(4) $\begin{array}{r} 64 \\ -\ 31 \\ \hline \end{array}$ ....

❷ Write the fraction :



....



....



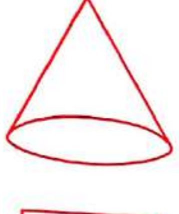
....

❸ Arrange in an ascending order :

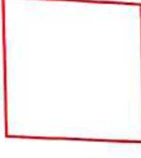
15 , 40 , 0 , 60 and 28

The order is : .... , ... , ... , ... and ....

4 Match :



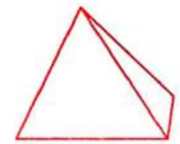
Spuare



Cone



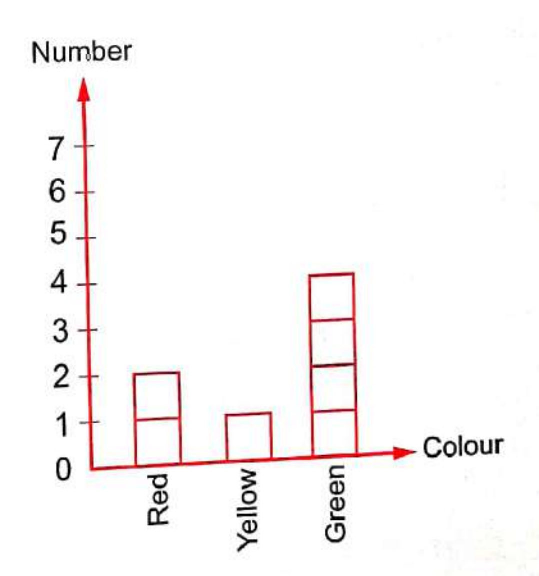
Pyramid



Circle

5 Complete the table :

Colour	Number
Red	....
Yellow	....
Green	....

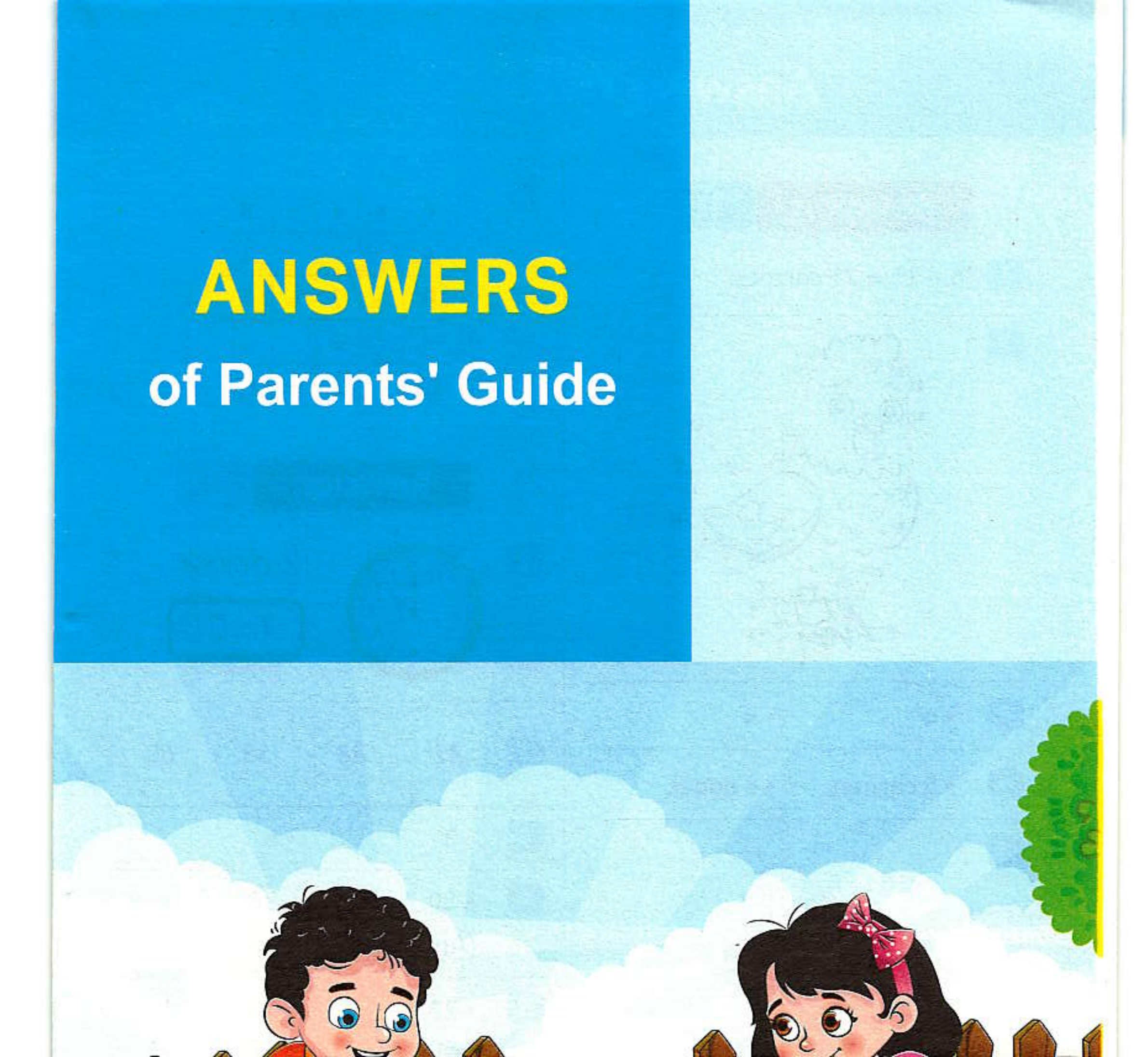




Mathematics

By a group of supervisors

FREE PART 2 GUIDE ANSWERS

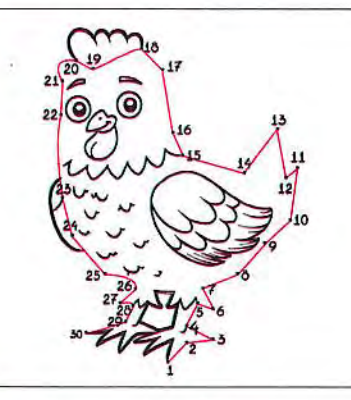

ANSWERS
of Parents' Guide

Answers of Revision



1 36 – 15 = 21 carrots.

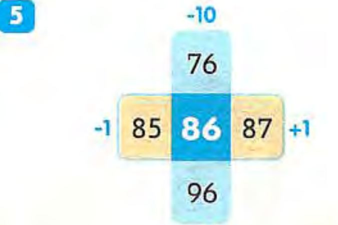




3 • = • <

4 • 5 corners • 8 edges

5



8

4	+	4	=	8
+		–		+
9	–	2	=	7
=		=		=
13	+	2	=	15

Revision 2

1 2 o'clock

2:00

2 42 48 53 60

3 • 3 • 6

4 • 50 • 38

(Answers may vary)

5 • 22 • 39

• 50 • 57

Revision 3

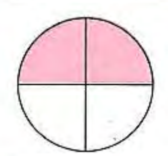
1 83 L.E.

2 18 – 9 = 9 toys.

3
- 6 + 3 = 9
- 5 + 4 = 9
- 2 + 6 = 8

4 Circle

5



6
- <
- =
- >

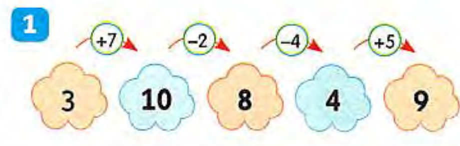
7
- –
- +

8

4
3
2

Revision 4

1



2

3 70 63 45 9

4



5 45 – 15 = 30 L.E.

6 24 ← One less 25

Revision 

1



2 • 48 • 31

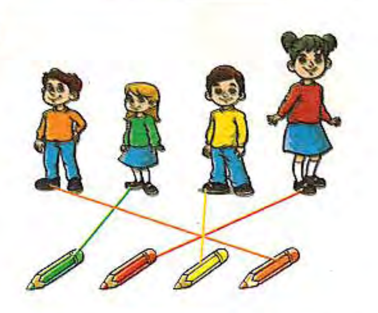
3



5 o'clock

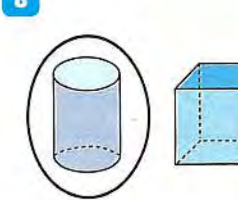
5 : 00

4



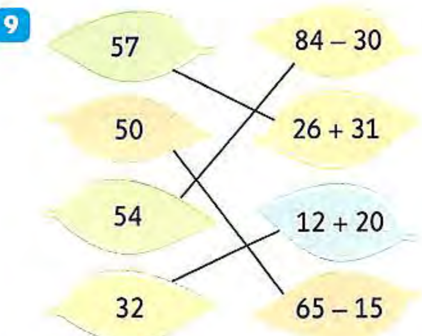
5 • 30 • 80

8





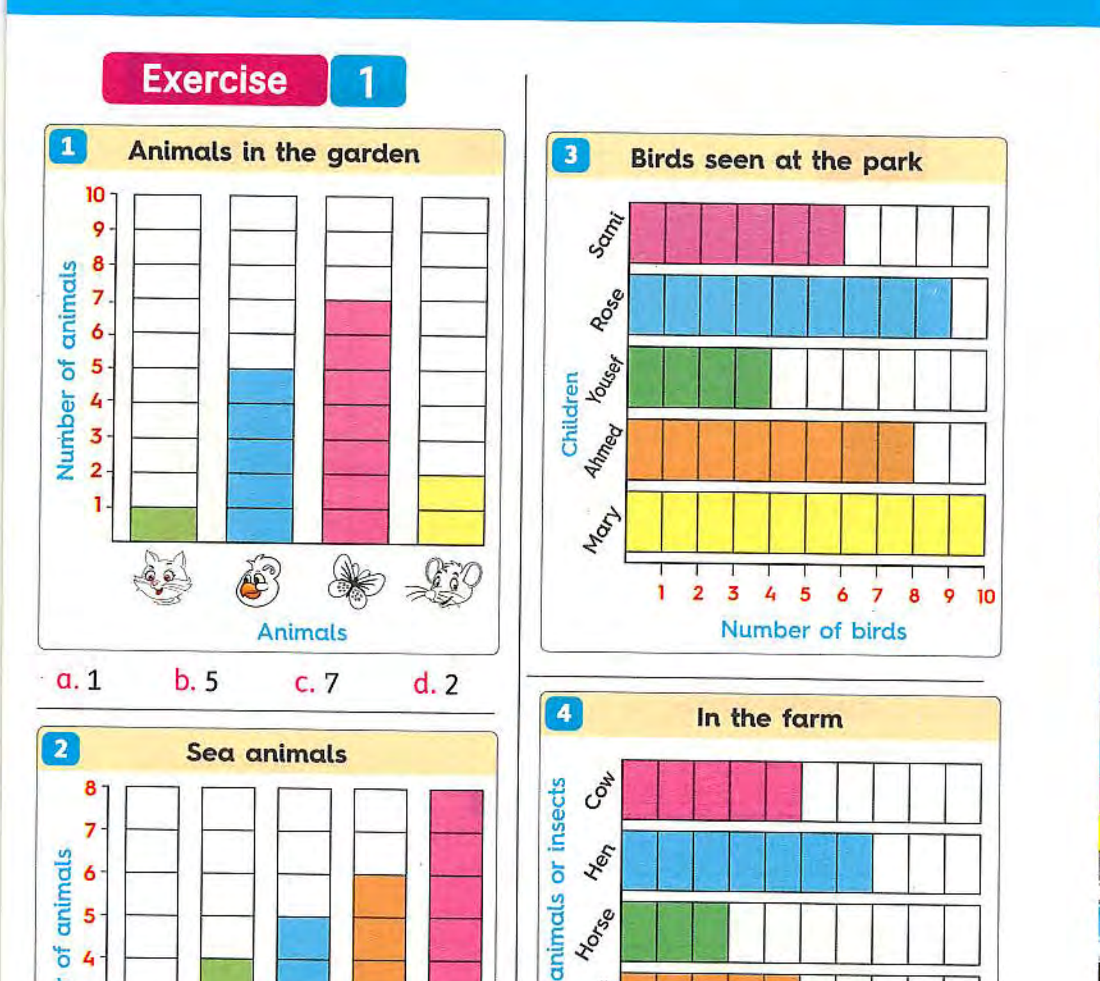
9



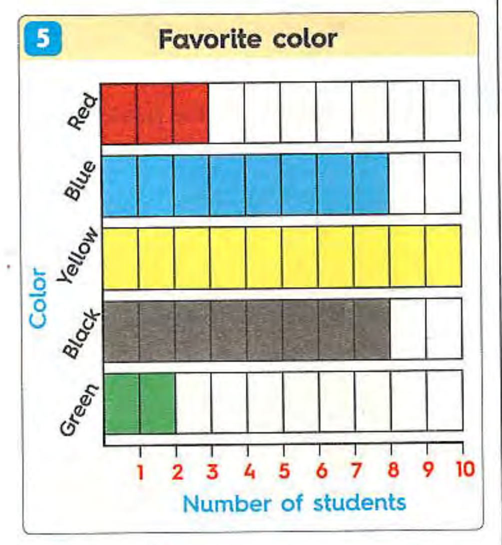
10 75 – 63 = 12 L.E.

Answers of Chapter 1

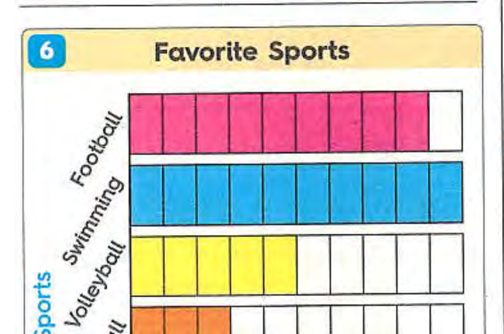
Exercise 1



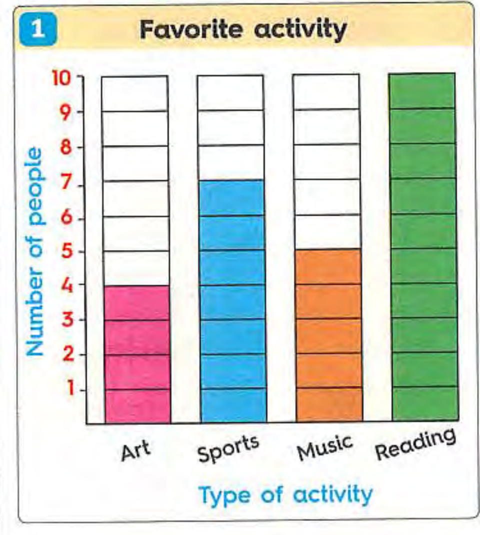
a. 1 b. 5 c. 7 d. 2




a. < b. > c. < d. =



Exercise 2



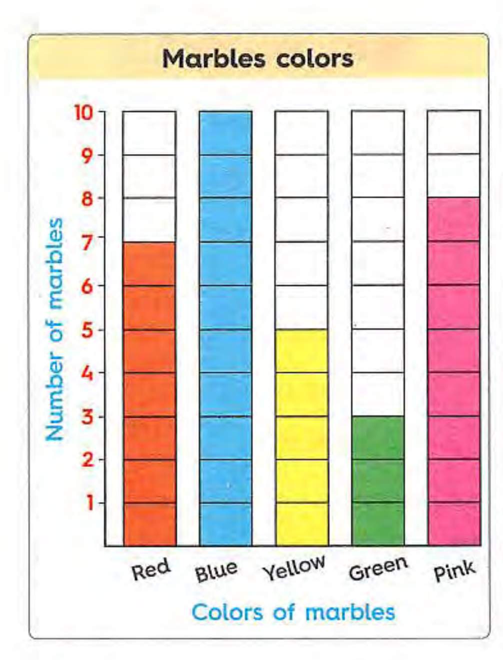
a. Reading b. Art c. 9
d. 17 e. 2 f. 12

2



Marbles colors

Color	Number
Red	7
Blue	10



a. blue b. green c. 5
d. 8 e. 12 f. 13
g. 15 h. 7 i. 2
j. 1
k. Green , Yellow , Red , Pink , Blue

3

Exercise 3

1

a. 12 b. 16
c. Vegetables d. Pepperoni
e. 20 f. 4

2

a. 20 b. 18
c. Milk shake d. Fruit juice
e. 24 f. 10

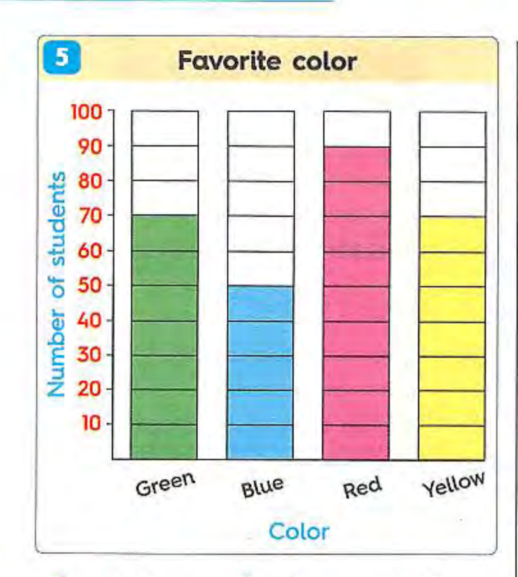
3

a. 70 b. 90
c. Apples d. Grapes
e. 140 f. 20

4

a. 50 b. 60
c. Tennis d. Football
e. 160 f. 20

5



1. a. ✗ b. ✓ c. ✗
2. a. < b. = c. >
   d. <

6

Favorite fruits	Number of students
Peach	10
Apple	18
Mango	20

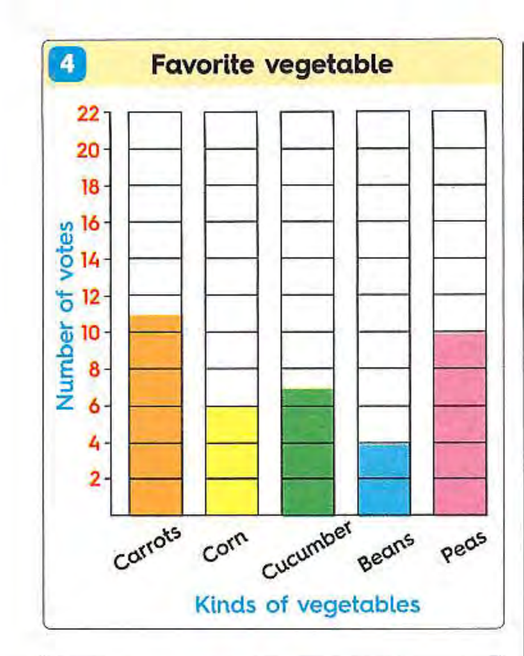
Exercise 4

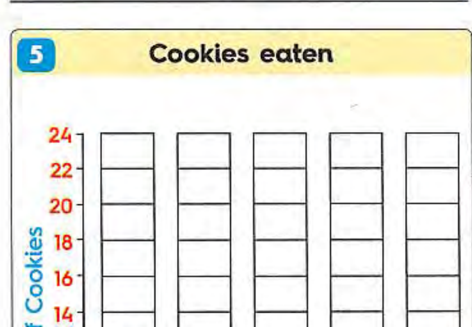
1

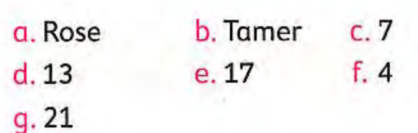
Favorite lunch	
Food	Number
Soup	7
Salad	3
Pizza	9
Spaghetti	5
Sandwich	6

2

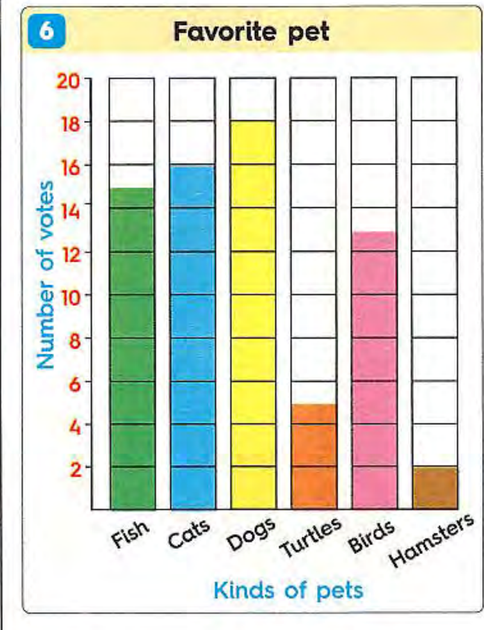
Favorite juice	
Flavor	Number
Grapes	14
Orange	18
Strawberry	9
Mango	7
Pineapple	13







a. Rose b. Tamer c. 7
d. 13 e. 17 f. 4
g. 21



1. a. > b. > c. <
d. > e. > f. <

2. a. 16 b. 5 c. 17

Assessment - Chapter 1

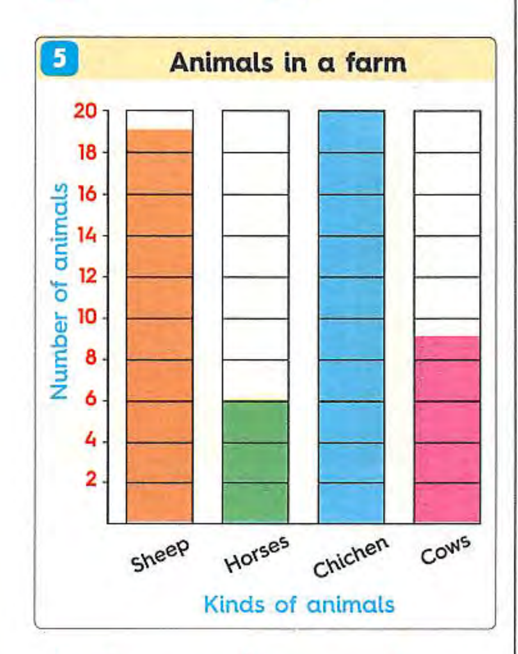
1 2

2 Guitar

3 12

4 9

5



1. a. < b. > c. >

2. a. 20 b. 3 c. 39

Answers of Chapter 2

Exercise 5

1

a. 6 b. 14 c. 8 d. 10
e. 20 f. 2 g. 16 h. 4
i. 18 j. 12

2

a. 10 , 11 b. 8 , 9 c. 14 , 15
d. 18 , 19 e. 12 , 13 f. 16 , 17
g. 4 , 5 h. 6 , 7 i. 20 , 21

3

a. 9 b. 12 c. 16 d. 21
e. 17 f. 14 g. 13 h. 19
i. 11 j. 15 k. 19 l. 16
m. 10 n. 15 o. 11

4

a. 6 b. 9 c. 7 d. 8
e. 8 f. 7 g. 13 h. 9
i. 16 j. 4 k. 8 l. 14

Exercise 6

1

a. 45 b. 52 c. 85 d. 94
e. 31 f. 29 g. 47 h. 60
i. 77 j. 27 k. 49 l. 81
m. 39 n. 90 o. 57 p. 73
q. 86 r. 32

2

a. 68 b. 14 c. 28 d. 89
e. 61 f. 77 g. 7 h. 39
i. 41 j. 9 k. 27 l. 35
m. 81 n. 52 o. 13 p. 16
q. 44 r. 71

3

a. 6 b. 3 c. 9 d. 5
e. 8 f. 4 g. 2 h. 1
i. 7

c. 6 + 6 → 4, 2
10 + 2 = 12

d. 9 + 3 → 1, 2
10 + 2 = 12

e. 8 + 4 → 2, 2
10 + 2 = 12

f. 9 + 6 → 1, 5
10 + 5 = 15

g. 8 + 7 → 2, 5
10 + 5 = 15

h. 6 + 5 → 4, 1
10 + 1 = 11

i. 7 + 5 → 3, 2
10 + 2 = 12

j. 9 + 7 → 1, 6
10 + 6 = 16

k. 8 + 3 → 2, 1
10 + 1 = 11

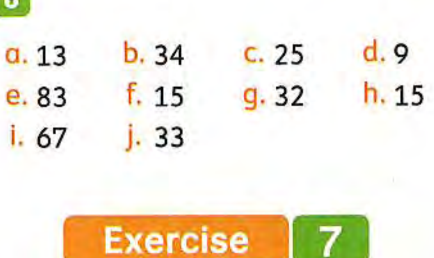
l. 7 + 4 → 3, 1
10 + 1 = 11

q. 8 + 4 = 12

r. 4 + 9 = 13

5

a. 7	b. 9	c. 8	d. 6
e. 9	f. 9	g. 8	h. 9
i. 5	j. 6	k. 8	l. 6
m. 5	n. 4	o. 9	p. 9
q. 9	r. 6	s. 4	t. 7



6

a. 13	b. 34	c. 25	d. 9
e. 83	f. 15	g. 32	h. 15
i. 67	j. 33		

Exercise 7

1 Mariam has = 8 + 4 = 12 books.

6 They have = 9 + 8 = 17 fish.

7 They scored = 7 + 5 = 12 points.

8 There are = 9 + 7 = 16 animals.

9 There are = 5 + 6 = 11 birds.

10 The number of flowers
= 7 + 7 = 14 flowers.

11 Tamer has = 8 – 6 = 2 pens.

12 There are = 12 – 9 = 3 cars.

13 Khadega has = 15 – 6 = 9 candies.

14 The remained = 11 – 7
= 4 oranges.

15 There are = 12 – 7 = 5 people.

16 Ahmed has = 15 – 10 = 5 [illegible]

Exercise 8

1

a. 3 b. 4 c. 4 d. 7
e. 5 f. 9 g. 5 h. 7
i. 9 j. 6 k. 5 l. 6
m. 7 n. 10 o. 3 p. 9
q. 9 r. 3 s. 8 t. 9
u. 4 v. 8 w. 5 x. 7
y. 3 z. 7

2

a. 5 b. 8 c. 2 d. 7
e. 6 f. 8 g. 3 h. 10
i. 4 j. 5 k. 8 l. 6
m. 7 n. 4 o. 8

3

a. ⟶ 4 b. ⟶ 9
c. ⟶ 7 d. ⟶ 6
e. ⟶ 10 f. ⟶ 8

d. The team scored
= 19 – 13 = 6 goals.

e. The number of brown dogs
= 12 – 3 = 9 dogs.

f. Ali bought = 14 – 6 = 8 pens.

g. The number of boys left
= 20 – 11 = 9 boys.

h. The number of apples
= 12 – 7 = 5 apples.

i. They ate = 14 – 7
= 7 carrots.

j. The price of the pen
= 15 – 8 = 7 pounds.

Assessment - Chapter 2

1

a. 15 b. 24 c. 10
d. 63 e. 5 f. 12

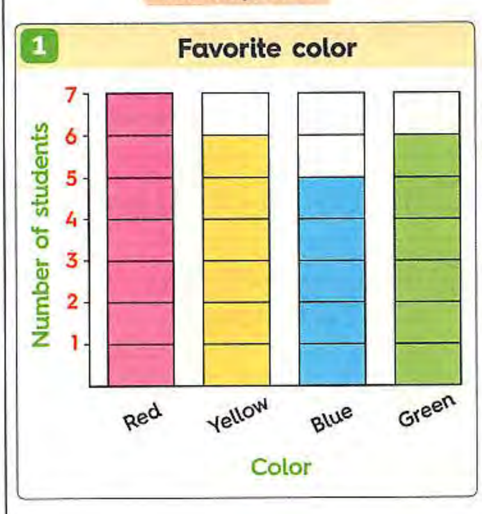
2

a. 6 b. 6 c. 8 d. 10

Accumulative Assessment

Till chapter 2

1



a. 5 b. 13 c. Red d. 2

2

a. = b. 88 c. 8 d. 4
e. 6 f. 17 g. 7

3 The price = 12 – 7 = 5 pounds.

Answers of Chapter 3



1

a. 5 , 500 b. 6 , 600
c. 8 , 800 d. 7 , 700
e. 9 , 900 f. 4 , 400

2

a.

H	T	O
6	8	5

685

b.

H	T	O
3	3	9

339

c.

H	T	O
3	5	0

350

3

b. 8 c. 100 d. 70
e. 3 f. 90

4

b. 100 c. 40 d. 8
e. 6 f. 0

6

b. 7 c. 700 d. 7
e. 70 f. 7 g. 70
h. 700 i. 70 j. 700
k. 7 l. 70

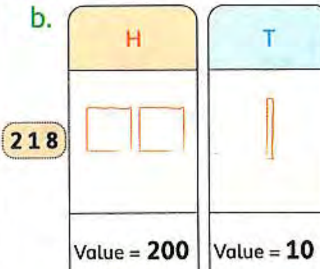
7

a. 10 b. 200 c. hundreds
d. 0 e. ones f. tens

8

b.

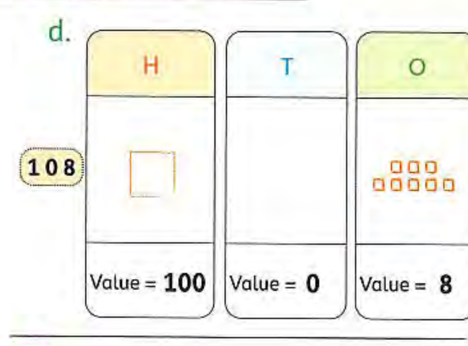
218



c.

H	T	O

d.



9

a. ✓ b. ✗ c. ✗
d. ✗ e. ✗

10

b. 963 c. 867 d. 402

11

B	A	N	A	N	A
653	715	502	135	510	5

Exercise 10

1

a. Three b. Fifteen
c. Eight d. Seven
e. Eleven f. Twenty

2

a. **4** hundreds **0** tens **7** ones
Expanded form : **400 + 0 + 7**
Standard form : **407**
Word form :
Four hundred seven

b. **3** hundreds **2** tens **5** ones
Expanded form : **300 + 20 + 5**
Standard form : **325**
Word form :
Three hundred twenty-five

c. **2** hundreds **5** tens **3** ones
Expanded form : **200 + 50 + 3**
Standard form : **253**
Word form :
Two hundred fifty-three

3

253 = **200 + 50 + 3**	596 = **500 + 90 + 6**
638 = **600 + 30 + 8**	177 = **100 + 70 + 7**
891 = **800 + 90 + 1**	219 = **200 + 10 + 9**
444 = **700 + 0 + 6**	340 = **300 + 40 + 0**

5

a. 435 b. 671 c. 850
d. 724 e. 398 f. 269
g. 948 h. 733 i. 204
j. 870

6

a. Seven hundred thirty-five
b. Five hundred twenty-three
c. Seven hundred one
d. Eight hundred seventeen
e. Two hundred eleven
f. Five hundred seventy-nine
g. Four hundred twelve
h. Nine hundred fifty
i. Four hundred seventy-five
j. Three hundred nine

7

a. 242
b. Six hundred seventy-five

Exercise 11

1

b. = c. > d. <

2

a. < b. > c. = d. <
e. < f. > g. > h. <
i. < j. < k. > l. =
m. < n. < o. > p. >
q. < r. >

3

a. < b. = c. < d. >
e. < f. > g. < h. =
i. < j. < k. < l. <
m. <

4

a. 873 , 378 b. 963 , 369
c. 752 , 257 d. 610 , 106
e. 750 , 507 f. 999
g. 100 h. 987

6

a. 379 b. 375 c. 823
d. 740 e. 138 f. 760
g. 432

Exercise 12

1

a. Order is : **5 , 17 , 27 , 52**

b. Order is : **14 , 32 , 52 , 57 , 91**

c. Order is : **9 , 43 , 65 , 71 , 179**

d. Order is : **14 , 24 , 79 , 177 , 191**

e. Order is : **323 , 421 , 452 , 521 , 574**

f. Order is : **47 , 99 , 315 , 371 , 827**

g. Order is : **15 , 93 , 517 , 711 , 733**

h. Order is : **77 , 700 , 707 , 770 , 777**

2

a. Order is : **876 , 327 , 134 , 99 , 71**

b. Order is : **733 , 521 , 425 , 372 , 274**

c. Order is : **77[illegible] , 72[illegible] , 207 , 103 , 24**

3

a. Order is : **700 + 50 + 2 , Eight hundred fifteen, 850**

b. Order is : **Seventy-five , 700 + 5 , 715**

c. Order is : **Four hundred sixteen , 461 , 600 + 10 + 6**

d. Order is : **299 , 300 + 20 + 9 , three hundred thirty-three**

e. Order is : **Four hundred twenty-one , 427 , 500 + 70 + 8**

f. Order is : **127 , one hundred forty-seven , 100 + 70 + 4**

4

a. Order is : **900 + 3 , 830 , seven hundred eighty**

b. Order is : **500 + 80 + 3 , five hundred thirty-eight , 79**

c. Order is : **600 + 20 , 619 , six hundred nine**

5

The numbers are : **738 , 837 , 378 , 783**

Order is : **378 , 738 , 783 , 837**

(Answers may vary)

6

The numbers are : **534 , 435 , 543 , 453**

Order is : **543 , 534 , 453 , 435**

(Answers may vary)

Assessment - Chapter 3

1

a. 700 b. 314
c. 800 + 50 + 1 d. >
e. < f. 11

2

a. Seventy b. Eight
c. Three hundred twenty-one
d. Nine hundred three

Accumulative Assessment

Till chapter 3

1

a. 19 b. 17 c. 8 d. 23

2

a. < b. > c. < d. <

3

a. 30 b. 3
c. 800 + 40 d. 8
e. seven hundred thirty-one

4

The remained = 14 – 5 = 9 L.E.

5

a. 9 b. 4 c. 11

Answers of Chapter 4

Exercise 13

1

a. 7 b. 7 c. 3 d. 4
e. 5 f. 9

2

a.	13 + 5	12 + 5	5 + 13
b.	4 + 16	16 + 4	15 + 4
c.	7 + 17	7 + 16	16 + 7
d.	13 + 3	13 + 2	2 + 13

3

a. 13 , 13 b. 10 , 10
c. 13 , 13 d. 17 , 17
e. 19 , 19 f. 19 , 19

4

b. 17 ⟶ 9 + 8 = 17
c. 16 ⟶ 5 + 11 = 16

6

a. 45 b. 58 c. 68 d. 9
e. 16 f. 29 g. 38 h. 87
i. 78 j. 59

7

a. 42 b. 80 c. 48 d. 35
e. 44 f. 23 g. 37 h. 30
i. 65 j. 37 k. 17 l. 27
m. 16 n. 19 o. 6 p. 59
q. 27 r. 14

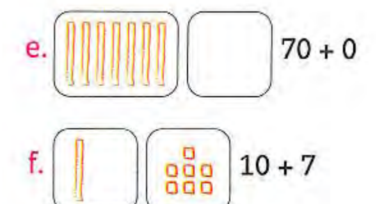
8

a. ✗ b. ✓ c. ✗ d. ✓
e. ✓ f. ✗ g. ✗ h. ✓
i. ✗ j. ✓

Exercise 14

1

a. 6 b. 50 c. 40 d. 3
e. 20 f. 1 g. 70 h. 60
i. 10 j. 50 k. 4 l. 1



3

a. 42 b. 95 c. 76 d. 51
e. 19 f. 38 g. 2 h. 30
i. 80

4

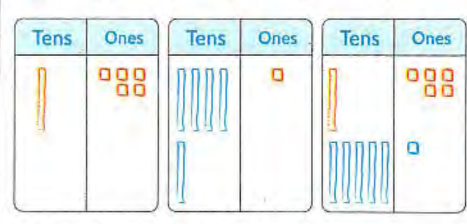
a. ⟶ 54 b. ⟶ 70 + 9
c. ⟶ 90 + 7 d. ⟶ 45
e. ⟶ 68

Exercise 15

1

a. 34 + 42 = **76**

b. 15 + 51 = **66**



- Add the ones **5** + **1** = **6**
- Add the tens **10** + **50** = **60**
- How many in all ? **60** + **6** = **66**

So, 15 + 51 = **66**

c. 22 + 74 = **96**

- Add the ones **2** + **4** = **6**
- Add the tens **20** + **70** = **90**
- How many in all ? **90** + **6** = **96**

So, 22 + 74 = **96**

d. 67 + 20 = **87**

2

a. 52 + 14 = 66

50 + 2 + 10 + 4 = 60 + 6

• Add the ones **2 + 4 = 6**

• Add the tens **50 + 10 = 60**

• How many in all ? **60 + 6 = 66**

So, 52 + 14 = **66**

---

b. 31 + 43 = 74

30 + 1 + 40 + 3 = 70 + 4

• Add the ones **1 + 3 = 4**

• Add the tens **30 + 40 = 70**

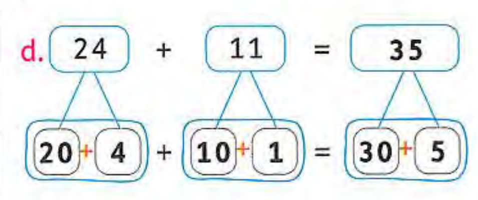
• How many in all ? **70 + 4 = 74**

So, 31 + 43 = **74**

---

c. 36 + 63 = 99

d. 24 + 11 = 35



• Add the ones **4 + 1 = 5**

• Add the tens **20 + 10 = 30**

• How many in all ? **30 + 5 = 35**

So, 24 + 11 = **35**

3

a. **15** + **22** = **37**

Tens	Ones	Tens	Ones	Tens	Ones

---

b. 41 + 56 = 97

40 + 1 + 50 + 6 = 90 + 7

4

a. 86 b. 39 c. 47 d. 87
e. 87 f. 93

5

a. 68 b. 29 c. 95 d. 89
e. 91 f. 58 g. 48 h. 29
i. 87 j. 78

Exercise 16

1

a. 49 – 32 = **17**

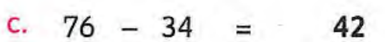
Tens	Ones	Tens	Ones

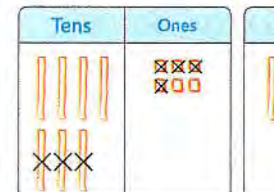
- Subtract the ones **9 – 2 = 7**
- Subtract the tens **40 – 30 = 10**
- How many in all ? **10 + 7 = 17**

So, 49 – 32 = 17

- Subtract the ones **7 – 5 = 2**
- Subtract the tens **80 – 50 = 30**
- How many in all ? **30 + 2 = 32**

So, 87 – 55 = **32**


c. 76 – 34 = **42**

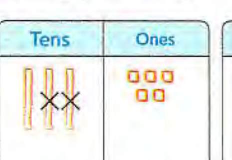


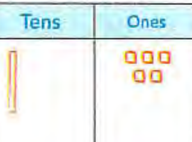
Tens	Ones

- Subtract the ones **6 – 4 = 2**
- Subtract the tens **70 – 30 = 40**
- How many in all ? **40 + 2 = 42**

So, 76 – 34 = **42**

d. 35 – 20 = **15**





2

a. 94 − 52 = 42

90 + 4 − 50 + 2 = 40 + 2

- Subtract the ones **4 − 2 = 2**
- Subtract the tens **90 − 50 = 40**
- How many in all ? **40 + 2 = 42**

So, 94 − 52 = **42**

---

b. 86 − 33 = 53

80 + 6 − 30 + 3 = 50 + 3

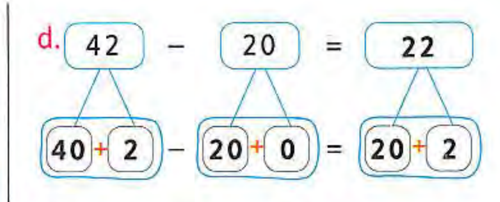
- Subtract the ones **6 − 3 = 3**
- Subtract the tens **80 − 30 = 50**
- How many in all ? **50 + 3 = 53**

So, 86 − 33 = **53**

---

c. 77 − 16 = 61

d.



- Subtract the ones **2 − 0 = 2**
- Subtract the tens **40 − 20 = 20**
- How many in all ? **20 + 2 = 22**

So, 42 − 20 = **22**

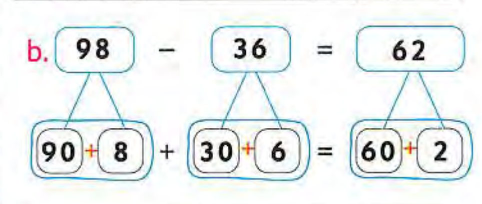


a. **96 − 41 = 55**

Tens	Ones	Tens	Ones

---

b.



---

c. The remainder with him

4

a. 65 b. 4 c. 10 d. 11
e. 32 f. 55

5

a. 41 b. 91 c. 10 d. 54
e. 24 f. 31 g. 24 h. 7
i. 28 j. 20

Exercise 17

1

a. 30 b. 70 c. 80 d. 90
e. 10 f. 60 g. 40 h. 40
i. 60 j. 10

2

a.

Think:

37 + 22

40 + 20 = 60

c.

Think:

58 + 27

60 + 30 = 90

58 + 27 is about **90**

d.

Think:

68 − 21

70 − 20 = 50

68 – 21 is about **50**

e.

Think:

18 + 42

20 + 40 = 60

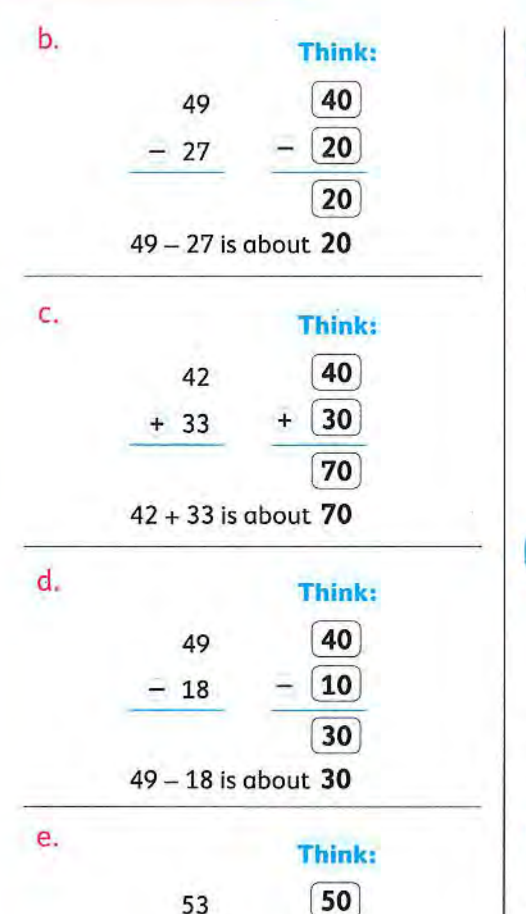
18 + 42 is about **60**

f.

Think:

49 − 28

50 − 30



b.

Think:

49	40
− 27	− 20
	20

49 – 27 is about **20**

c.

Think:

42	40
+ 33	+ 30
	70

42 + 33 is about **70**

d.

Think:

49	40
− 18	− 10
	30

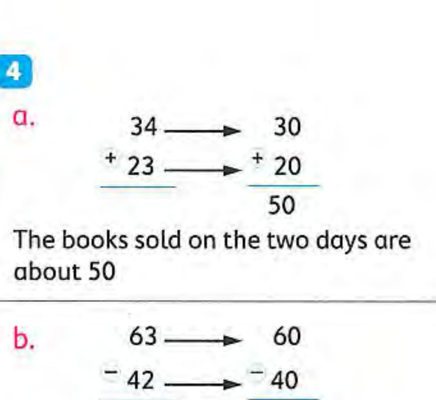
49 – 18 is about **30**

e.

Think:

53	50
− 21	− 20

4



a.

34 → 30
+ 23 → + 20
50

The books sold on the two days are about 50

b.

63 → 60
− 42 → − 40
20

There were about 20 stamps left.



Exercise 18

1

a. 62 + 11

60 + 2, 10 + 1

Write your estimation

My estimation is ___

- Add the ones **2 + 1 = 3**
- Add the tens **60 + 10 = 70**
- Find the actual sum **70 + 3 = 73**

Choose My estimation is :

Accepted Not accepted

Decide according to your estimation

c. 24 + 28
20 + 4   20 + 8

Write your estimation

My estimation is ____

- Add the ones 4 + 8 = 12
- Add the tens 20 + 20 = 40
- Find the actual sum 40 + 12 = 52

Choose My estimation is :

Accepted   Not accepted

Decide according to your estimation

d. 42 + 22
40 + 2   20 + 2

Write your estimation

My estimation is ____

- Add the ones 2 + 2 = 4
- Add the tens 40 + 20 = 60
- Find the actual sum 60 + 4 = 64

Choose My estimation is :

Accepted   Not accepted

Decide according to your estimation

e. 35 + 59

Write your estimation

f. 28 + 36
20 + 8   30 + 6

Write your estimation

My estimation is ____

- Add the ones 8 + 6 = 14
- Add the tens 20 + 30 = 50
- Find the actual sum 50 + 14 = 64

Choose My estimation is :

Accepted   Not accepted

Decide according to your estimation

g. 51 + 42
50 + 1   40 + 2

Write your estimation

My estimation is ____

- Add the ones 1 + 2 = 3
- Add the tens 50 + 40 = 90
- Find the actual sum 90 + 3 = 93

Choose My estimation is :

Accepted   Not accepted

Decide according to your estimation

h. 39 + 21

Write your estimation

i. 17 + 22

10 + 7   20 + 2

Write your estimation

My estimation is ____

- Add the ones 7 + 2 = 9
- Add the tens 10 + 20 = 30
- Find the actual sum 30 + 9 = 39

Choose My estimation is :

Accepted   Not accepted

Decide according to your estimation

j. 11 + 31

10 + 1   30 + 1

Write your estimation

My estimation is ____

- Add the ones 1 + 1 = 2
- Add the tens 10 + 30 = 40
- Find the actual sum 40 + 2 = 42

Choose My estimation is :

Accepted   Not accepted

Decide according to your estimation

2

b. 48 + 37

Write your estimation

Estimation = ____

Actual sum = **85**

Accepted   Not accepted

Decide according to your estimation

c. 57 + 19

Write your estimation

Estimation = ____

Actual sum = **76**

Accepted   Not accepted

Decide according to your estimation

d. 19 + 71

Write your estimation

Estimation = ____

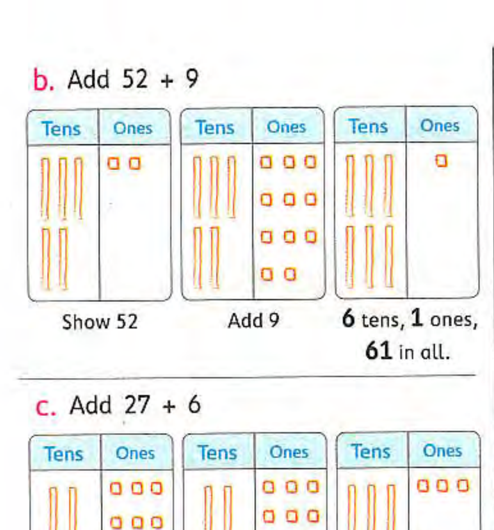
Actual sum = **90**

Accepted   Not accepted

Decide according to your estimation

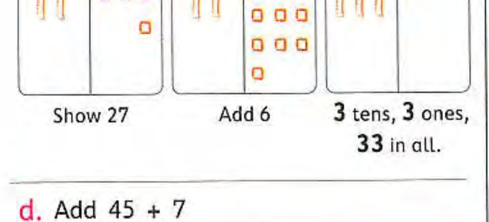
Exercise 19

b. Add 52 + 9



Show 52 Add 9 **6** tens, **1** ones, **61** in all.

c. Add 27 + 6



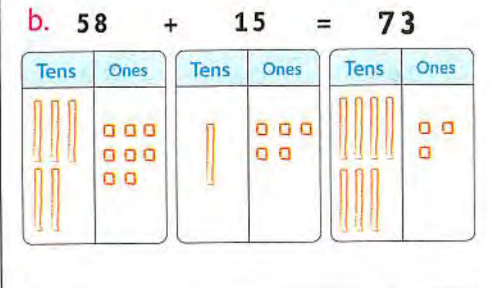
Show 27 Add 6 **3** tens, **3** ones, **33** in all.

d. Add 45 + 7

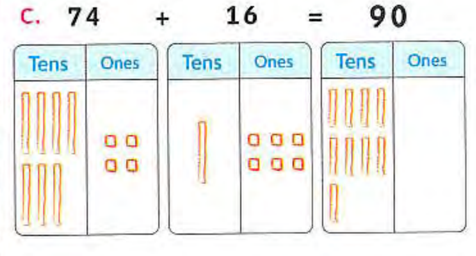
Tens	Ones	Tens	Ones	Tens	Ones

Show 45 Add 7 **5** tens, **2** ones,

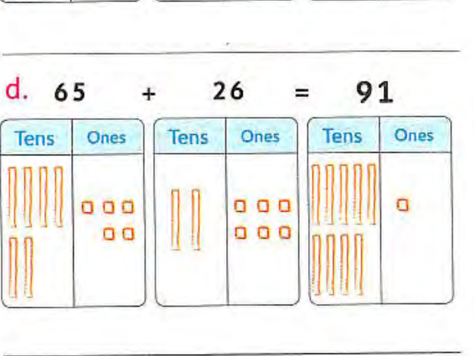
b. **58** + **15** = **73**



c. **74** + **16** = **90**

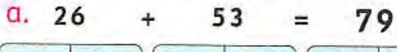


d. **65** + **26** = **91**

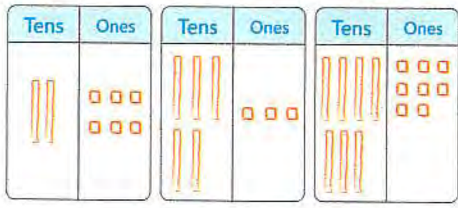




4

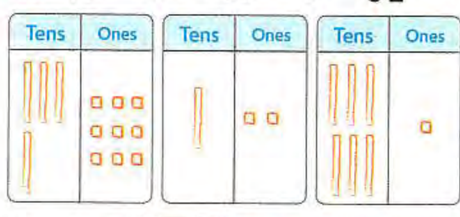


a. 26 + 53 = 79



Choose : With regrouping — **Without regrouping** (circled)

b. 49 + 12 = 61



Choose : **With regrouping** (circled) — Without regrouping

c. 37 + 23 = 60

Tens	Ones	Tens	Ones	Tens	Ones

6

a. 46 b. 36 c. 32 d. 37

e. 80 f. 67 g. 54 h. 63

i. 71 j. 78 k. 80 l. 47

Exercise 20

1

a. 13 + 31 = 44 , 19 + 25 = 44

44 + 44 = 88

b. 38 + 9 = 47 , 15 + 36 = 51

47 + 51 = 98

2

a. 14 + 26 = 40 , 27 + 18 = 45

40 + 45 = 85

b. 9 + 27 = 36 , 15 + 36 = 51

36 + 51 = 87

c. 48 + 12 = 60 , 7 + 15 = 22

60 + 22 = 82

d. 57 + 5 = 62 , 19 + 17 = 36

62 + 36 = 98

Assessment - Chapter 4

1

a. 70 b. 20 c. 40

2

a. 59 b. 81 c. 22 d. 76

3

a. 27 b. 32 c. 33 d. 22

4

The left coins = 26 – 13 = 13 coins.

5

a. 15 + 28 = 43 , 27 + 13 = 40
43 + 40 = 83

b. 32 + 17 = 49 , 27 + 9 = 36
49 + 36 = 85

Accumulative Assessment

2

a. 42 b. 79 c. 75 d. 14

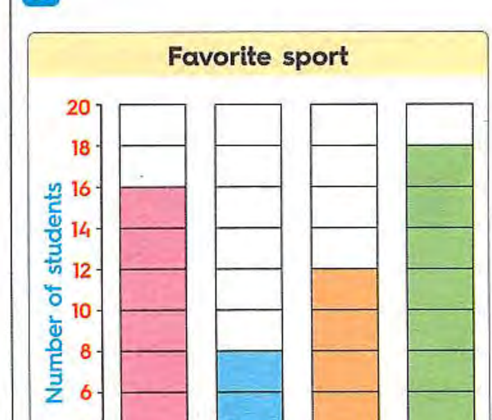
3

a. 759 b. 234 c. 805

4

a. ⟶ 49 b. ⟶ 38
c. ⟶ 65 d. ⟶ 83

5

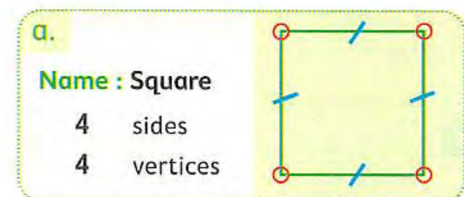


Answers of Chapter 5



Exercise 21

1



a.

Name : Square

4 sides

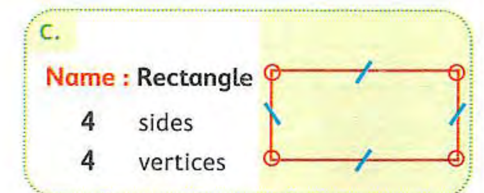
4 vertices

b.

Name : Triangle

3 sides

3 vertices



c.

Name : Rectangle

4 sides

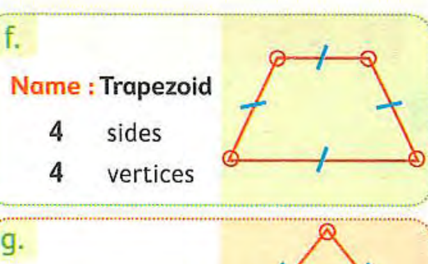
4 vertices



d.

Name : Circle

no sides

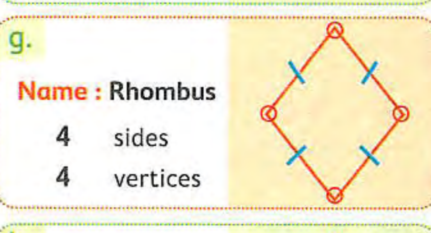


f.

Name : Trapezoid

4 sides

4 vertices

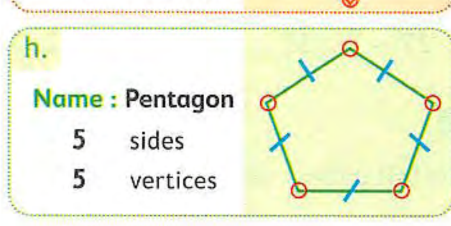


g.

Name : Rhombus

4 sides

4 vertices



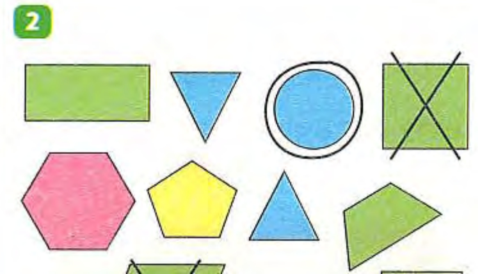
h.

Name : Pentagon

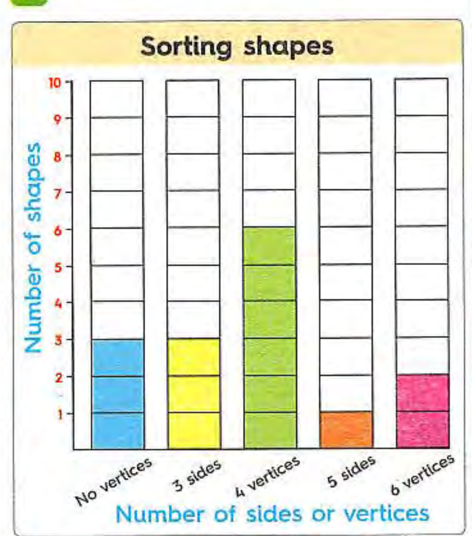
5 sides

5 vertices

2



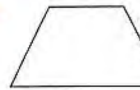
3



a. 3 sides b. 4 vertices
c. 4 d. 6

4

a.  b.

c. d. 

6

a. ✗ b. ✓ c. ✗
d. ✓ e. ✗

7

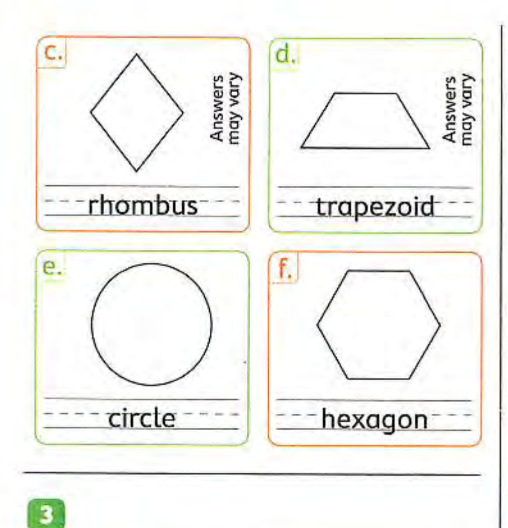
a. → 4 sides
b. → 6 sides
c. → 5 sides
d. → 3 sides
e. → 0 sides

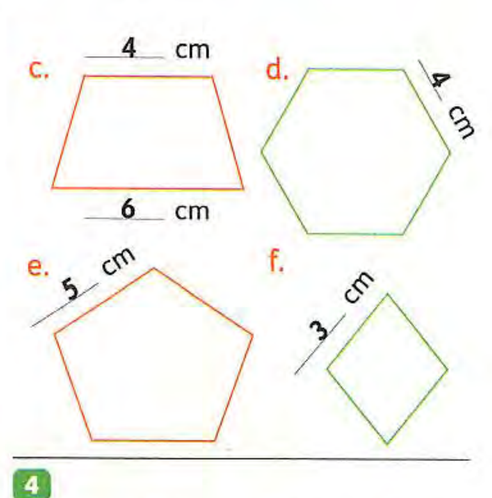
Exercise 22

1

a. → Square
b. → Pentagon
c. → Hexagon
d. → Rectangle
e. → Circle

2





3

Draw by yourself.

4

a. 3   b. 5   c. 3   d. 2
e. 4   f. 2   g. 6   h. 4
i. 2

Exercise 23

1

a. 15   b. 4   c. 8   d. 10
e. 3   f. 7   g. 5   h. 4
i. 7   j. 17   k. 3   l. 13
m. 8   n. 6

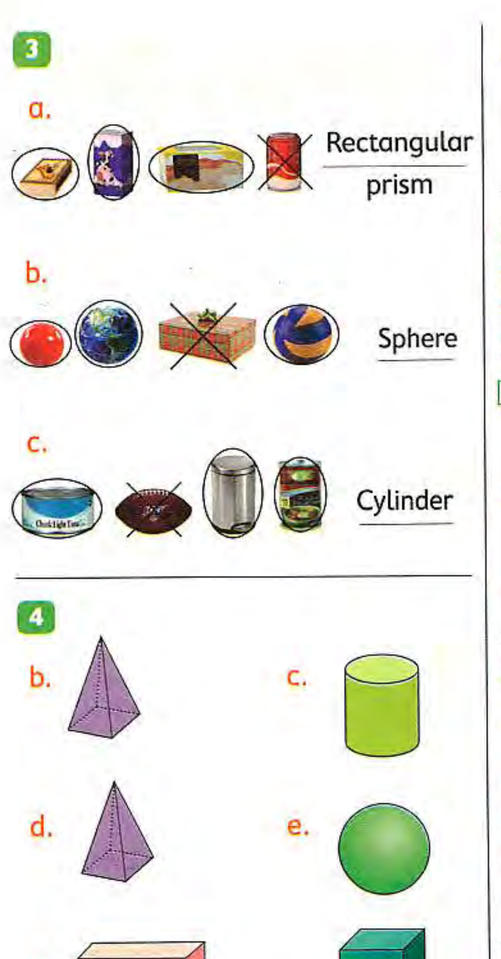
2

a. 12 cm   b. 4 cm   c. 18 cm

Exercise 24

1

a. Sphere , 0 , 0 , 0
b. Cube , 8 , 6 , 12
c. Cylinder , 0 , 2 , 0
d. Rectangular prism , 8 , 6 , 12
e. Square-based pyramid , 5 , 5 , 8



3

a. Rectangular prism

b. Sphere

c. Cylinder

4

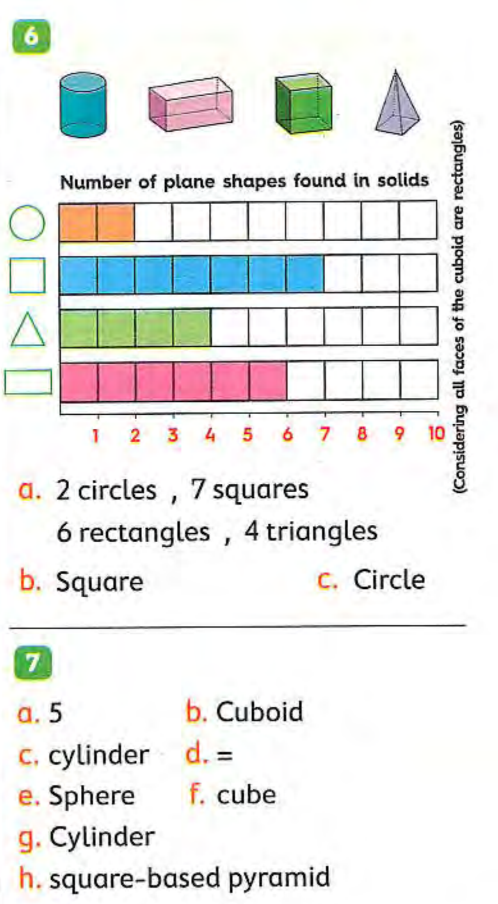
b.

c.

d.

e.

f.



6

a. 2 circles , 7 squares
6 rectangles , 4 triangles

b. Square

c. Circle

7

a. 5

b. Cuboid

c. cylinder

d. =

e. Sphere

f. cube

g. Cylinder

h. square-based pyramid

Assessment - Chapter 5

1

a. triangle
b. 1 m
c. square-based pyramid
d. trapezium
e. 8
f. 3
g. 100
h. =

2

a. Sphere
b. Square-based pyramid
c. Cube
d. Cylinder

3

a. 6
b. 5
c. circle
d. cube
e. hexagon

Accumulative Assessment

Till chapter 5

1

a. 22
b. 91
c. 6 , square
d. hundreds
e. seven hundred nineteen
f. 3
g. 8 , 5 , 5

2

What Bassem has now = 17 – 8

= 9 books.

3

a. 71
b. 73
c. 80

4

a. Rectangle
b. Trapezoid
c. Rhombus
d. Hexagon
e. Cube

Answers of Chapter 6

Exercise 25

1

a. grams
b. kilograms
c. grams
d. grams
e. grams
f. kilograms
g. kilograms
h. grams
i. kilograms
j. grams

2

a. 1 gram
b. 5 kilograms
c. $\frac{1}{2}$ kilogram
d. 1 gram
e. 1 kilogram
f. 10 kilograms
g. 1 kilogram
h. 2 grams
i. 15 kilograms
j. 100 kilograms

3

b. 10 kg (3) 5 kg (2) 1 gm (1)

c. 1 gm (1) 5 kg (2) 10 kg (3)

d. 10 kg 1 gm 5 kg

3 The weight of Maryam's dogs together = 12 kg + 13 kg = 25 kg

4 They weigh all together = 12 kg + 27 kg = 39 kg

5 The left = 86 gm – 23 gm = 63 gm

6 The weight of toys all together = 100 gm + 100 gm = 200 gm

7 What he has in all = 37 kg + 53 kg = 90 kg

8 The left = 30 kg – 4 kg = 26 kg

9 The weight of the bag and the notebook = 100 gm + 90 gm = 190 gm

10 The total weight of salt and pepper = 52 gm + 25 gm = 77 gm

Exercise 27

1

b. 8 c. 6 d. 1
e. 10 f. 11 g. 4
h. 12

2

a. → 02 : 00 b. → 07 : 00
c. → 05 : 00 d. → 09 : 00

3

a. 09:00 b. 11:00 c. 04:00
d. 06:00 e. 05:00 f. 01:00
g. 12:00 h. 08:00 i. 03:00

4

a. b. c.
d. e. f.

Exercise 28

1

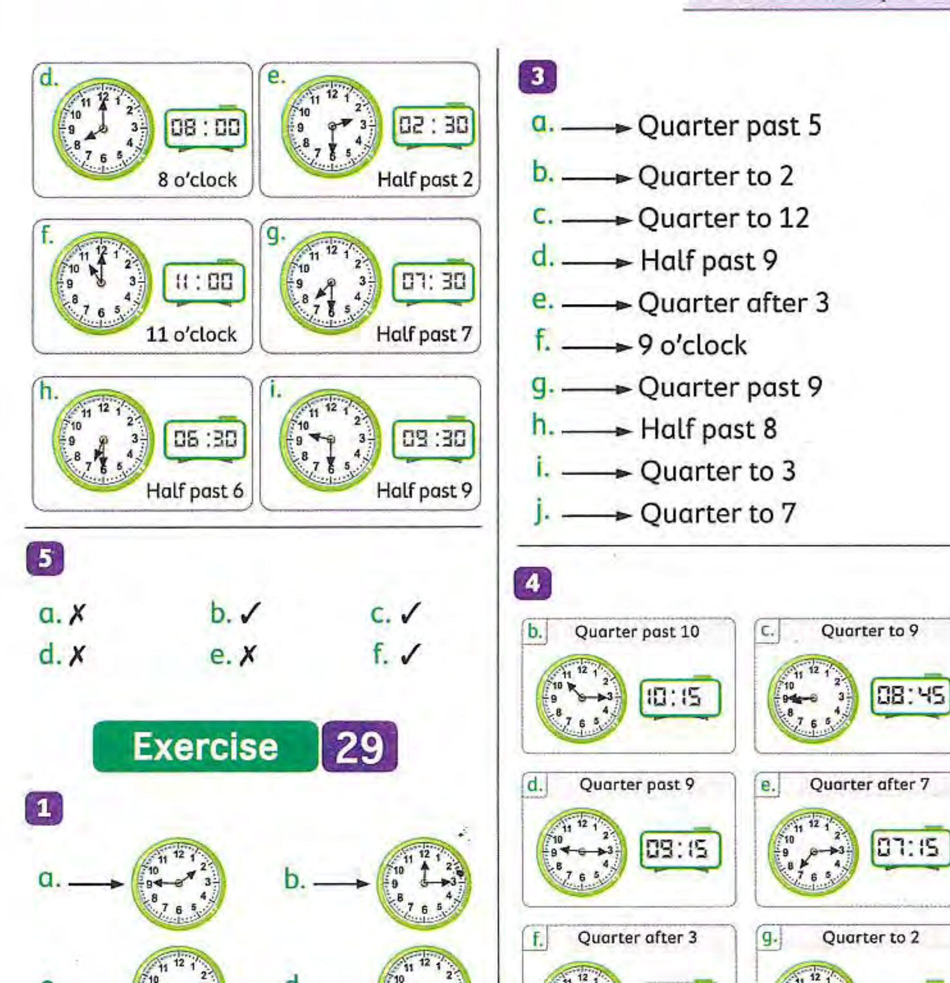
a. 12:30 b. 10:30 c. 01:30
d. 07:30 e. 05:30 f. 09:30
g. 01:00 h. 06:00 i. 02:30
j. 06:30 k. 09:00 l. 04:30

2

a. 5 o'clock b. Half past 8
c. 6 o'clock d. Half past 6
e. 10 o'clock f. Half past 7
g. Half past 2 h. Half past 4
i. Half past 11

3

a. → b. →
c. → d. →


d.
08 : 00
8 o'clock
e.
02 : 30
Half past 2
f.
11 : 00
11 o'clock
g.
07: 30
Half past 7
h.
06 :30
Half past 6
i.
09 :30
Half past 9
5
a. ✗
b. ✓
c. ✓
d. ✗
e. ✗
f. ✓
Exercise 29
1
a.
b.
3
a. → Quarter past 5
b. → Quarter to 2
c. → Quarter to 12
d. → Half past 9
e. → Quarter after 3
f. → 9 o'clock
g. → Quarter past 9
h. → Half past 8
i. → Quarter to 3
j. → Quarter to 7
4
b. Quarter past 10
10:15
c. Quarter to 9
08:45
d. Quarter past 9
09:15
e. Quarter after 7
07:15
f. Quarter after 3
g. Quarter to 2

5

b. 09:30 Half past 9
c. 11:00 11 o'clock
d. 01:45 Quarter to 2
e. 07:30 Half past 7
f. 03:00 3 o'clock
g. 04:15 Quarter past 4
h. 12:45 Quarter to 1
i. 03:45 Quarter to 4
j. 10:45 Quarter to 11
k. 12:00 12 o'clock
l. 05:30 Half past 5

Assessment - Chapter 6

1

a. 10:45 , A.M. b. 07:15 , A.M.

2

3

a. grams b. kilograms

---

4 The weight in all = 6 kg + 4 kg
= 10 kg

Accumulative - Assessment

Till chapter 6

1

a. 8 b. 70 c. rhombus
d. 6 e. <

2

a. six hundred twenty-one
b. 5 c. 62
d. 32 e. 348
f. 7

3

a. 02:15 b. 08:30 c. 01:45